



# FAIRFIELD

## UNIVERSITY

1987-88

GRADUATE PROGRAMS

COMMUNICATION

EDUCATION

FINANCIAL MANAGEMENT

*The Jesuit University of Southern New England*

## **Applications and Information**

For applications and additional information, please write or call the appropriate school:

### **Graduate School of Communication**

Dean's Office  
Faculty Office Building, Room 255  
Fairfield University  
Fairfield, CT 06430-7524  
Telephone: (203) 254-4180

### **Graduate School of Education and Allied Professions**

Canisius Hall, Room 104  
Fairfield University  
Fairfield, CT 06430-7524  
Telephone: (203) 254-4000, ext. 2413

### **School of Business**

Committee on Graduate Admissions  
Faculty Office Building, Room 251  
Fairfield University  
Fairfield, CT 06430-7524  
Telephone: (203) 254-4000, ext. 2662

Fairfield University admits students of any sex, race, color, marital status, religion, age, national origin or ancestry, disability or handicap to all the rights, privileges, programs and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, marital status, religion, age, national origin or ancestry, disability or handicap in administration of its educational policies, admission policies, employment policies, scholarship and loan programs, athletic programs or other University-administered programs.

# GRADUATE PROGRAMS

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FAIRFIELD UNIVERSITY







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# The Mission of Fairfield University

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Jesuit Education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity which their membership brings to the university community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective and a commitment to excellence. Fairfield encourages a respect for all the disciplines—their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated

person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appropriate methods of reasoning, and to convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense liberal education initiates students at a mature level into their culture, its past, its present, and its future.

Fairfield recognizes that learning is a lifelong process and sees the education which it provides as a foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education which will extend to the broad range of areas to which they have been introduced in their studies.

As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible persons.

Fairfield University values each of its students as an individual with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.

# The University

**Fairfield University**, founded in 1942, became the 26th institution of *higher* learning operated by the Jesuit Order in the United States—the inheritor of a tradition of learning and scholarship that dates back to 1540, when St. Ignatius Loyola founded the Society of Jesus—on the principle of active service in the world.

Many Jesuits chose education as their field of service. A basic Jesuit principle, the striving for excellence, led them to create schools that have become renowned for their academic quality. Over the centuries, a Jesuit education has come to mean a high standard of academic and intellectual discipline within Judeo-Christian values.

The majority of Fairfield's faculty are lay people who represent many faiths and many creeds, and students are selected without regard to sex, race, color, marital status, religion, age, national origin or ancestry, disability or handicap. There is one common tie—a commitment to moral and spiritual values. This is the cornerstone of Fairfield's academic philosophy—the search for truth through learning.

Fairfield University is comprised of the College of Arts and Sciences, the School of Business,

the School of Nursing, the Graduate School of Communication, the Graduate School of Education and Allied Professions and the School of Continuing Education.

**Located in America's "academic corridor,"**—that short expanse from New York City to Boston that contains the world's largest concentration of colleges and universities—Fairfield provides access to many cultural, recreational, social and intellectual programs. In addition to its proximity to New York City and all the recreational possibilities available there, the immediate area offers many fine local theaters, cinemas and the performing arts; restaurants, botanical and zoological gardens, and many excellent beaches and boating facilities.

**Fairfield's 200-acre campus** is among the most beautiful in the country. Created from two large private estates, it retains a gracious, tranquil atmosphere. There are many wooded areas, lawns, gardens and pleasant walks, and, from several vantage points, a broad view of the blue waters of Long Island Sound.

Because the University was founded only 45 years ago, all of its buildings are modern and well-suited to the needs of its students. Some of the more outstanding buildings are the Banow Science Center; the Nyselius Library; the Recreational Complex; and the Faculty Office Building.





# Accreditation

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England States. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

The State of Connecticut Department of Education has approved the programs for teacher certification at the secondary level and graduate programs leading to certification in specialized areas of education in the Graduate School of Education and Allied Professions. In addition, its School and Agency Counseling programs have received accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The School of Nursing has been accredited by the National League for Nursing and approved by the Connecticut Department of Higher Education and by the Connecticut State Board of Examiners for Nursing.

In October 1980, the State of Connecticut Department of Higher Education granted licensure for the Master of Science in Financial Management program. In February 1983, the State of Connecticut Department of Higher Education granted full accreditation for the Master of Science in Financial Management program.

The University holds memberships in the National Association of Independent Colleges and Universities, American Council for Higher Education, American Assembly of Collegiate Schools of Business, American Association of Colleges for Teacher Education, American Council on Education, Association of Jesuit Colleges and Universities, Connecticut Asso-

ciation of Colleges and Universities for Teacher Education, Connecticut Conference of Independent Colleges, Connecticut Council for Higher Education, National Catholic Educational Association, National League for Nursing, and New England Business and Economic Association.

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) which defines the rights and protects the privacy of students with regard to their educational records.

This catalogue pertains only to the graduate programs at Fairfield University. It will be useful as a source of continuing reference and should be saved by the student.

The provisions of this bulletin are not to be regarded as an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.



# General Information

## Transcripts

Graduate transcript requests should be made in writing to the University Registrar's Office in Canisius Hall. There is a \$2 fee for each copy. Students should indicate the program and dates that they attended. In accordance with the general practices of colleges and universities, official transcripts with the University Seal are sent directly by the University. Requests should be made one week in advance of the date they are needed. Requests are not processed during examination and registration periods.

## Refund of Tuition

All requests for tuition refunds must be submitted to the appropriate Dean's office immediately after the withdrawal from class. (Fees are not refundable.) The request must be in writing and all refunds will be made based on the date notice is received and according to the following schedule:

	Amount Refundable
Before first scheduled class	100%
Before second scheduled class	90%
Before third scheduled class	80%
Before fourth scheduled class	60%
Before fifth scheduled class	40%
Before sixth scheduled class	20%
After sixth scheduled class	0
<b>Refund takes 4-6 weeks to process.</b>	

## Withdrawal

Students who wish to withdraw from a single course, all courses, or the School must submit a written statement of their intention to the appropriate Dean. Failure to attend class or merely giving notice to an instructor does not constitute an official withdrawal and may result in a penalty grade(s) being recorded for the course(s).

## University Course Numbering System

### Undergraduate

01-99	Introductory courses
100-199	Intermediate courses without prerequisites
200-299	Intermediate courses with prerequisites
300-399	Advanced courses, normally limited to juniors and seniors and open to graduate students with permission

### Graduate

400-499	Graduate courses, open to undergraduate students with permission
500-599	Graduate courses

## Financial Aid

See information on page 8, as well as on scholarships and assistantships under individual graduate programs in this catalogue.

### Guaranteed Student Loans (GSL)

Under this program, graduate students can apply for up to \$7,500 per academic year from a bank in their home state. Any student applying for a GSL must submit a Financial Aid Form (FAF) to Princeton, N.J., for a need analysis determination. A loan application and a signed copy of the most recently filed income tax form must be submitted to the Financial Aid Office.

Generally no interest accrues on the loan while the student is in school and the principal is also deferred until after graduation. Repayment may be extended over a maximum of 10 years.

### **Connecticut Family Educational Loan Program (FELP)**

Loans ranging from \$1,000 to \$10,000 are available through the Connecticut Higher Education Supplemental Loan Authority. Repayment begins 30 days after money is disbursed at 10.98% interest. Call 1-800-358-FELP (3357) in Connecticut for information and application form.

### **Reimbursement by Employer**

Many corporations, school systems and hospitals have a tuition remission plan for their employees. Students should check with their company about policies and procedures which apply to degree studies.

### **Tax Deductions**

Treasury regulation (1.162.5) permits an income tax deduction for educational expenses (registration fees and cost of travel, meals and lodging) undertaken to: (1) maintain or improve skills required in one's employment or other trade of business, or (2) meet express requirements of an employer or a law imposed as a condition to retention of employment job status or rate of compensation.

### **Veterans**

Veterans may apply educational benefits to degree studies pursued at Fairfield University. Veterans should submit their file number at the time of registration. The University Registrar's office will complete and submit the certification form.

### **Alumni Association Graduate School Grant**

The Fairfield University Alumni Association, recognizing the value of graduate education and the financial needs of students pursuing an advanced degree, has established a scholarship grant. This grant will be awarded an-

nually to a matriculating member of the University's Graduate School of Communication, Graduate School of Education and Allied Professions, or the Master of Science in Financial Management Program in the School of Business.

The scholarship is based on need and academic achievement. To be eligible for the award, candidates must have completed a minimum of 12 credits. The scholarship is for Fall and Spring semesters. Applications are due August 1 and may be picked up in the Alumni Relations Office, Southwell Hall. For more information call the alumni office at (203) 254-4280.

### **Library**

The Nyselius Library contains more than 200,000 carefully selected bound volumes, 292,000 microforms and 1,730 journals and newspapers. A media resources department provides convenient use of audio-visual and other non-print materials. The reference department offers interlibrary loan and online bibliographic search services. The stacks are open to all students and there is study space, primarily at individual carrels, for more than 600 students at one time. For the convenience of the campus community, the library is open more than 100 hours a week except during vacation periods.

Because the library now has an automated circulation system, students must obtain barcode labels for their University identification cards at the circulation desk before they can borrow materials.



## Campus Ministry

Participation in religious life at Fairfield University is a personal decision. Perhaps because participation is optional, Fairfield has a very active Campus Ministry program. There is a full-time staff of three Jesuit priests and a woman chaplain.

The ministry team fosters retreats and prayer services, presents seminars on religious and social concerns, and encourages social response and community involvement. All are invited to take part in Loyola Chapel celebrations. Campus Ministry provides a caring response to graduate students who seek spiritual direction and counseling.

Within 15 minutes of campus, there are houses of worship of many different faiths and denominations. If desired, students will be referred to one of them.

## Housing

University residence hall facilities on campus are reserved for undergraduates. However, off-campus housing for graduate students can be arranged on an individual basis through the coordinator of off-campus housing, Loyola Hall.

## Student Services

Graduate students are invited to participate in the non-academic facets of campus life. Many of the University's student services are available to students in the graduate schools on a fee-for-service basis.

## Academic Grievance

The purpose of procedures for review of academic grievances is to protect the rights of students, faculty, and the University by providing mechanisms for equitable problem solving.

A "grievance" is defined as a complaint of unfair treatment for which a specific remedy is sought. It excludes circumstances which may give rise to a complaint for which explicit redress is neither called for nor sought, or for which other structures within the University serve as an agency for resolution.

Academic grievances either relate to procedural appeals or to academic competence appeals.

Procedural appeals are defined as those seeking a remedy where no issue of the quality of the student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

Academic competence appeals are defined as those seeking a remedy because the evaluation of the quality of a student's work in a course is disputed.

"Remedies" would include but not be limited to awarded grade changes, such as permission to take make-up examinations or to repeat courses without penalty.

The procedures defined here must be initiated within a reasonable period (usually a semester) after the event which is the subject of the grievance.

### **Informal Procedure**

*Step one:* The student attempts to resolve any academic grievance with the faculty member, Department Chair, or other individual or agency involved. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she/he advances to step two.

*Step two:* The student consults the Chair, or other individuals when appropriate, bringing

written documentation of the process up to this point. If the student continues to assert that a grievance exists after attempted reconciliation, she/he advances to step three.

*Step three:* The student presents the grievance to the Dean of the involved school, bringing to this meeting documentation of steps one and two. If the Dean's attempts at mediation prove unsuccessful, the student is informed of the right to initiate formal review procedure.

#### **Formal Procedure**

*Step one:* If the student still believes that the grievance remains unresolved following these informal procedures, she/he initiates the formal review procedure by making a written request for a formal hearing through the Dean to the Academic Vice-President. Such a request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the Dean's opinion of the grievance.

*Step two:* The Academic Vice-President determines whether the grievance merits further attention. If not, the student is so informed. If so, the Academic Vice-President determines whether it is a procedural or competence appeal. If it relates to a procedural matter, she/he selects a Dean (other than the Dean of the involved school) to chair a Grievance Committee.

If it relates to an academic competence matter, the Academic Vice-President requests from the Dean involved the name of two outside experts to serve as a consultant panel in determining the merit of the student's grievance.

*Step three:* For procedural appeals, the Grievance Committee takes whatever steps are deemed appropriate to render a recommendation for resolving the grievance. The Committee adheres to due process procedures analogous to those in the Faculty Handbook.

For competence appeals, the Academic Vice-President contacts the outside panel members and requests that they review the case in relation to its content validity.

*Step four:* The recommendation from either the Grievance Committee or the panel is forwarded to the Academic Vice-President in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation.

*Step five:* The Academic Vice-President renders a final and binding judgment, notifying all involved parties. If the grievance involves a dispute over a course grade given by a faculty member, the Academic Vice-President is the only University official empowered to change that grade, and then only at the recommendation of the committee or panel.

## **The Campus Center**

The Campus Center is the social focal point for all sectors of the University community. The Center is open weekdays and Fridays from 8 a.m. to midnight; Saturdays and Sundays from 8 a.m. to 11 p.m.

Included in the Campus Center facilities are: the bookstore (open Monday-Friday, 9 a.m.-4:30 p.m., telephone 255-2324), game room, mail room (open Monday-Friday, 9:30 a.m.-3:45 p.m.), ride boards, weekly activities bulletin, and the Stag-Her Inn (Snack Bar open Monday-Friday, 8 a.m.-midnight; Saturday and Sunday, noon-11 p.m.). For more information, call the Campus Center Information Desk from 9 a.m. to 9 p.m., (203) 254-4111, or ext. 4111.

## Recreational Complex

One of the newest additions to the campus is the Recreational Complex. Included in this multi-purpose facility are a 25-meter swimming pool; a fieldhouse unit that can be used interchangeably for badminton, volleyball, tennis, basketball and jogging; enclosed courts that can be used for handball and racquetball; two exercise rooms, one for men and one for women; a multi-purpose room that can be used for modern dance, slimnastics and exercising; two saunas and a whirlpool bath; a sunbathing deck; and locker rooms.

Graduate students are eligible to join during each semester they are enrolled upon presentation of a University identification card validated for the current semester. Membership fee information is available at the Recreational Complex. The office is open from 10 a.m. to 5:30 p.m., Monday through Friday. For complete information, call (203) 254-4140, during office hours.

## Special Events

A continuous series of special events including exhibitions, lectures, and dramatic and musical programs is scheduled throughout the academic year. These events are open to all members of the University community, and many of them are free. For a complete calendar of events contact the Office of Special Events, (203) 254-4242.

## Security

The Security Department is responsible for the safety and security of persons and property associated with Fairfield University. The office is open, and security officers are on patrol, 24 hours a day year-round. Violations of University regulations which require immediate attention should be reported to the Security Department.

The Security office is located in Room 2 on the ground floor of Loyola Hall. To reach the department from an outside telephone line, dial 255-2400; from an inside line, dial extension 2558. **In an emergency, dial 255-2400 or extension 2611.**

## Parking

All vehicles must display a valid parking permit and park properly in the designated area. Parking permits may be obtained, at no cost, at the Security Department, Room 2, Loyola Hall. **A valid University identification card or receipt of registration and a motor vehicle registration must be presented when registering.** Permits are renewed and valid from September 1 through August 31 each academic year.

Unauthorized vehicles in handicapped, fire lane or service vehicle spaces will be towed at the owner's expense. A number of parking spaces have been designated for handicapped persons throughout the campus. Vehicles of handicapped persons displaying a current permit either from the state in which they reside or a University permit may park in these areas. A pamphlet detailing traffic and parking regulations is available at Security.





communication  
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# GRADUATE SCHOOL OF COMMUNICATION

## Master of Arts in Communication

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# GRADUATE SCHOOL OF COMMUNICATION

## Calendar 1987-1988

### FALL SEMESTER 1987

August 26 .....	Deadline for mail registration
August 28 .....	Deadline for in-person registration
September 8 .....	Orientation
September 9 .....	Classes begin
September 18 .....	Registration deadline for comprehensive examination
September 25 .....	Deadline for approval of thesis proposal for January commencement
September 30 .....	Deadline for application to graduate for January commencement
October 30 .....	Application deadline for January entry
November 21 .....	Comprehensive examination
November 25-29 .....	Thanksgiving Recess
November 30 .....	Deadline for submission of approved thesis for January commencement
December 18 .....	Last day for classes

### SPRING SEMESTER 1988

January 6 .....	Deadline for mail registration
January 8 .....	Deadline for in-person registration
January 19 .....	Classes begin
January 29 .....	Deadline for approval of thesis proposal for May commencement
February 1 .....	Registration deadline for comprehensive examination
February 5 .....	Application to graduate deadline for May commencement
February 15 .....	Holiday-Washington's Birthday
March 7-II .....	Spring Recess
March 11 .....	Application deadline for summer entry
April 1-4 .....	Easter Recess
April 16 .....	Comprehensive examination
April 29 .....	Deadline for submission of approved thesis for May commencement
May 9 .....	Last day for classes
May 22 .....	Commencement

### SUMMER SESSION 1988

Schedule will be announced.



## A Message from the Dean



The Master of Arts degree in Communication has as its objective the integrated understanding of the theory and practice of communication. We believe the comprehensive interdisciplinary, humanistic nature of communication allows students to grow and prepare themselves in a unique way for their future. One of the thrusts of the program is to study human communication in organizations.

It has been estimated that by the year 2000 half of all working people in the United States will be employed in information-related occupations. To meet this challenge of the future we must have not only specialists with refined techniques, but also communicators who possess the breadth which comes from an integrated view of human communication.

We welcome your interest in our programs.

George E. McCloud  
Dean

# Graduate School of Communication

The Graduate School of Communication was founded more than 20 years ago to provide degrees in the field of communication with a strong humanistic orientation. The curriculum has continued to develop as the communication discipline has evolved through a complex period of change.

The current set of programs is designed to ensure that graduate students receive a thorough grounding in communication theory which can then be complemented by specific, career-oriented areas of specialization. Students will find the program sufficiently flexible in content and scheduling to accommodate many personal and professional aspirations.

There continues to be emphasis throughout the curriculum on issues of values and ethics. Contemporary circumstances are used to inform the approaches taken in each course. Since the majority of students are working professionals, the learning environment is serious and challenging.

Faculty members have been drawn from traditional academic settings as well as from the large corporate community of which Fairfield University is a part. The resulting perspective is theoretically sophisticated, yet highly pragmatic. Students learn with the guidance of exceptionally well-trained professionals.

It is the overarching aim of the Graduate School of Communication to educate leaders who will function in the large array of careers which require uncommon command of communication theory and practice. The School's aim to prepare leaders is necessarily conditioned by a stress on the values of justice and human dignity which are central to the traditions of Fairfield University.

## Degree Program

### Master of Arts

The Master of Arts in Communication degree is offered.



# Admission Procedures

## Master of Arts Candidates

A baccalaureate degree from an accredited college or university is the initial prerequisite.

Each applicant is evaluated on the basis of scholastic attainments, academic promise, nature of any work experience and seriousness of purpose.

The normal expectation for graduate applicants is an undergraduate grade point average of B (3.0) and a combined verbal and quantitative score of 1000 on the Graduate Record Examination with a verbal score of 500 or above.

An applicant whose undergraduate records are not entirely satisfactory may be admitted as a *probationary candidate*, if he or she otherwise qualifies on the basis of work experience, or presents other evidence of academic aptitude.

Students on probation earn normal candidacy after a review of their classroom performance by the Dean. A student must earn a B+ grade for each course taken during the probationary period. The School requires a student to take a minimum of two courses while on probation. A candidate may be dropped from the program unless a grade of at least B+ is attained during the probationary period.

- **Applications:** should be submitted as early as possible before the entry date preferred, September, January or May. (Note deadlines in Calendar, page 14.) A check or money order for \$25 must accompany all applications.
- **Official Transcript(s):** It is the responsibility of the applicant to request that the applicant's previous university(ies) forward all undergraduate and any graduate school transcripts directly to the Graduate School of Communication, Fairfield University.

- **Recommendations:** It is the responsibility of the applicant to submit recommendations from three persons who will comment on the ability of the applicant to perform graduate work. These should be primarily the applicant's former college professors. In some cases (e.g., applicants with long employment in organizations or communication fields), recommendations from supervisors or employers are acceptable.

- **GRE:** It is the responsibility of the applicant to take the Graduate Record Examination (GRE). Every applicant must take the GRE early enough to ensure that the results will be available for the admission procedure.

- **TOEFL:** Applicants for whom English is not their first language must have their scores from the Test of English as a Foreign Language (TOEFL) sent to:

Admission Committee  
Graduate School of Communication  
Fairfield University  
Fairfield, CT 06430-7524

Scores should not be more than two years old. The School requires a score of 550 for admission.





# Tuition and Fees

## For Fall and Spring Semesters

Application Fee . . . . .	\$ 25.00
Registration Fee per Semester . . .	\$ 15.00
Tuition per credit hour . . . . .	\$ 215.00
Commencement Fee . . . . . (required of all degree recipients)	\$ 50.00
Continuing Registration when not taking courses . . . . .	\$ 15.00 (due at beginning of semester)
Late Registration . . . . .	\$ 25.00
Change in individual course . . . .	\$ 10.00
Transcript . . . . .	\$ 2.00

Tuition and fees are payable at registration.

During the Fall and Spring semesters, students deemed eligible may extend payment on their tuition as follows:

*For students taking less than six credits —* at the time of registration the student pays one-half of the total tuition due plus all fees and signs a promissory note for the remaining tuition balance. The promissory note payment due date varies according to each semester.

*For students taking six credits or more —* at the time of registration, the student pays one-fourth of the total tuition due plus all fees (including a processing fee) and signs a promissory note to pay the remaining balance in three consecutive monthly installments. The promissory note payment due dates vary according to the semester.

Failure to honor the above notes in any way will affect a student's future registration with deferred payment.

The trustees of the University reserve the right to change tuition rates and to make additional charges whenever they believe it to be necessary. A service charge of 1% on the unpaid

balance may be made monthly on any balances remaining.

All checks are to be made payable to Fairfield University. Any unusual arrangements, e.g., company reimbursement, Veterans Administration payments, and government payments, must be made prior to registration.

Students must pay all tuition and fees on the day of registration, even if they are eligible for company reimbursement. The only exception will be if a student has a letter from a company stating that the company will pay Fairfield University directly for the course(s). Letters from companies stating that they will reimburse the student or the University upon satisfactory completion of the course cannot be accepted as a reason for deferring the payment of tuition and fees.

Foreign students who are admitted must make known to the University the source of their financial support for their University education. They will be expected to have on deposit in a U.S. bank sufficient funds for a full year's tuition, room and board before their certificate of eligibility (Form I-20A) is issued.

Students must pay a continuing registration fee of \$15 for each semester when courses are not being taken.

Student accident and health insurance coverage is available to full-time graduate students. For further insurance information, students should contact the Dean of Students, Loyola Hall, Room 100.

No degree will be conferred and no transcripts will be issued for any student until all financial obligations to the University have been met.

For the tuition refund policy, see page 7.

**Note: Tuition and fees for the Summer 1988 Session will be announced.**

# General Regulations and Information

## The School Year

The Fall and Spring Semesters are 15 weeks. The Summer Session is 10 weeks.

See Calendar (page 14) for specific dates.

## Class Times

Classes usually meet during both the day and evening, depending on student need. A complete evening schedule enables professionally employed men and women to attend and earn an advanced degree. Such a schedule also allows the School to make optimum use of the many professional communicators who live in the Fairfield County area, some as guest lecturers and some as adjunct faculty members.

## Course Loads

Students should begin by taking at least 6 credits and complete at least 15 within their first three semesters after beginning.

Maximum credit load per semester is set at 12. Any variations must have the Dean's prior written approval.

## Grades

The work of each student is graded on the following basis:

- A Excellent
- B Good
- C Fair (lowest passing grade)
- D Fails
- I Incomplete

*Plus or minus* may be added to grades B and C. *Minus* may be added to grade A.

A student who elects to withdraw from a course must do so in writing to the Dean. Refunds will not be granted without a written notice. The amount of tuition refund will be based upon the date the notice is received. Fees are not refundable unless a course is canceled. (See Refund of Tuition, page 7.)

## Maintenance of Academic Standards

Students are required to maintain satisfactory standards of scholastic performance.

Candidates for the master's degree must maintain a 3.0 average.

## Probation

A student whose overall average falls below 3.0 in any semester is placed on probation for the following semester. If the overall average is again below 3.0 at the end of that semester, the student may be dropped from the School.

## Work Completion

The student must complete all the requirements for the degree within a period of five years from the date of enrollment in the first course credited toward that degree. The student may petition when there are extraordinary circumstances for an extension of the time for completion of the master's degree requirements. If the petition is approved, the student's deadline is extended for one year. No second extension will be granted.

Course assignments must be completed by the last day of class. Under special situations, the instructor may approve an extension up to 60 days. The student must request this extension in writing; the instructor will sign and return it to the student.

Records will show a course as incomplete (I) until the instructor files a grade-change form in the Dean's office. All incomplete grades will be changed automatically to failure (F — no credits) 60 days after the granting of the extension.

## Transfer of Credit

Transfer of credit from another approved institution of higher learning will be allowed if it is graduate work done after the completion of a bachelor's program and completed prior to enrolling at Fairfield.

No more than 6 credits may be transferred, and they must be appropriate to the student's present program. An official transcript of the work done must be received before a decision will be made on approving the transfer. *The student makes application for this transfer of credit on a form provided by the Dean's office.*

## Student Advising

During the initial semester the student meets with the Coordinator of Advising to chart a plan of study, which will then be filed in his/her permanent record. After deciding on a plan of study, the student, with the advice of the Coordinator of Advising, chooses an appropriate faculty member to serve as an advisor. Advisors will assist in academic matters, selection of either thesis topic or professional development project and, when necessary, course selection. Any full-time or part-time faculty member is eligible to be an advisor.

## Application to Graduate

It is the obligation of each student to complete the Application to Graduate by the stated calendar deadline for the term in which degree requirements will be completed. This enables the Dean to report to the prospective graduate whether all academic requirements have been met and allows enough time for a student to alter his or her plans.

## Letter of Completion

If a student completes all requirements for the degree at any point in the year other than the usual graduation time, he or she may request that a letter of completion be issued. This letter will state that all requirements for the Master of Arts degree have been met and that the diploma will be presented at graduation exercises the following May.

This letter should satisfy most needs for employment solicitations, salary increase requirements, applications for entrance to other advanced degree programs or other purposes requiring proof of graduation. Letters of completion will not be issued until all academic and financial obligations to the University have been met satisfactorily.



# Curriculum Leading to a Master of Arts Degree

## Introduction

The Graduate School of Communication of Fairfield University offers a curriculum at the Master's level which provides a balance of theoretical and practical education in the field of communication. The curriculum serves serious students whose personal and professional aspirations require a sophisticated understanding of human communication as it occurs in a contemporary context.

The curriculum is divided into three sections: the Common Core; the Areas of Specialization; and the Final Degree Requirement. The Common Core provides a theoretical view of human communication and an understanding of the research methods characteristic of the field. The Areas of Specialization offer an applied view pertinent to the students' personal and professional aspirations. The Final Degree Requirement provides students an opportunity either to conduct research leading to the writing of a Master's Thesis or to conduct a professional development project related to a specific professional goal.

The curriculum requires 36 hours of Master's level work while maintaining a minimum of a 3.0 grade average (B) on a 4.0 scale.

Fundamental courses offer intensive introductions in technical areas. These are not credited toward the Master's degree but are necessary prerequisites to certain courses in Areas of Specialization. Individual course descriptions list the necessary prerequisites.

## Common Core

Earning a Master's degree requires students to finish the common core of 15 hours (five courses) and to complete successfully a qualifying examination on the core content. Following is a description of the core courses and the examination procedure.

### Theory Courses

#### **CO 505 Interpersonal Communication** 3 hours

A critical examination of the major theories of interpersonal communication.

#### **CO 510 Communication in a Social Context** 3 hours

A critical examination of the theories in small group and mass communication.

#### **CO 512 Organizational Communication** 3 hours

A critical analysis of the theories which explain human communication as it occurs within complex organizations. (Prerequisite: CO 505 or CO 510)

### Research and Synthesis Courses

#### **CO 514 Research Methods in Communication** 3 hours

A review of the most relevant quantitative and qualitative research methods applicable to the study of human communication. (Prerequisite: CO 512 and CO 505 or CO 510)

#### **CO 516 Contemporary Issues in Communication** 3 hours

A seminar in which the case study method is used to require students to apply theory to contemporary communication issues and to synthesize concepts encountered in earlier core courses. (Prerequisites: CO 505, CO 510, CO 512, CO 514)

### Qualifying Examination for Core

Following the completion of all five core courses, students are required to take a comprehensive examination demonstrating their grasp of the core curriculum content. The examination will consist of a series of essays. Students must pass the comprehensive examination after the completion of no more than 21 credits. If a student's performance on the examination is judged to be of questionable strength, an oral follow-up exam may be scheduled to clarify the student's grasp of concepts. If a student's performance on the examination is judged to be weak, the student may repeat the whole exam once, after appropriate counsel. If a student's performance in the second examination is still not of acceptable quality, the student cannot complete the Master's program.

### Areas of Specialization

There are four areas of specialization within the Master of Arts Program in Communication: **Organizational Communication**—for those whose professional responsibilities or aspirations may lead them into the field of corporate communications; **Organizational Development**—for those whose professional responsibilities or aspirations may lead them into organizational development, training, and human resource development; **Public Relations and Advertising**—for those whose professional responsibilities and aspirations may lead them to work with public relations and advertising professionals in agency or corporate settings; **Critical Studies in Communication**—for those whose professional and personal aspirations may lead into an academic career or for whom a highly individualized program is most appropriate.



**Organizational  
Communication****Organizational  
Development****Public Relations  
and Advertising****Critical  
Studies**

All courses are for three hours. Some courses require prerequisites; see course descriptions on following pages.

**Mandatory Courses**

required within each specialization (six hours)

Modes of  
Organizational  
Communication  
CO 517

Organizational  
Diagnosis and  
Change  
CO 520

Public Relations  
Trends and Practices  
CO 532

Ethics and  
Communication  
CO 522

Organizational  
Anthropology  
CO 534

Case Applications  
in Organizational  
Development  
CO 521

Advertising  
Principles  
CO 533

A Semiotic View  
of Communication  
CO 535

**Elective Courses**

within each specialization (nine hours)

Electives may be selected without restriction and, if appropriate, from other Areas of Specialization. Following are some **typical** choices:

Bureaucracy and  
Communication  
CO 568

Psychology  
of Human  
Communication  
CO 552

Advanced  
Photographic  
Techniques  
CO 554

Visual  
Communication  
CO 550

Communication  
Patterns in a  
Global Society  
CO 571

Written  
Communication  
CO 569

Media and  
the Law  
CO 562

Intercultural  
Communication  
CO 555

Writing for  
Organizations I  
CO 575

Negotiation  
CO 570

Interrelations of  
Communication Media  
CO 563

International  
Communication  
CO 556

Writing for  
Organizations II  
CO 576

Human Resource  
Development  
CO 572

Principles of  
Public Opinion  
Research  
CO 566

Politics and  
Communication  
CO 560

Editorship  
CO 578

Training in  
Organizational  
Development  
CO 573

Writing for  
News Media  
CO 574

The Persuasive  
Film  
CO 565

Professional  
Production Planning  
CO 584

Practice of  
Consulting  
CO 585

Corporate  
Video  
CO 583

Persuasive  
Communication  
CO 567

**Note:** In place of some of these electives, up to two courses (six hours) may be selected from certain course offerings in the School of Business or the Graduate School of Education and

Allied Professions. Such alternative electives must be approved by the Coordinator of Advising and should have a clear bearing on the professional and personal aims of the student.



## Final Degree Requirement

The Final Degree Requirement provides each student an opportunity to synthesize the concepts encountered in course work and to apply those synthesized concepts to his/her professional or scholarly interest. The Final Degree Requirement will consist of the Professional Development Project or the Master's Thesis.

### Professional Development Project

The Professional Development Project should be undertaken by a student whose aims are best served by examining or solving a practical problem pertinent to his/her area of specialization. The student will propose the project in writing to the Assistant Dean, stipulating in the proposal the goals and methods of the project and including a preliminary outline of the final written report. It is expected that the student would use as a setting for conducting the project either his/her current workplace (if suitable) or some other setting arranged with the assistance and approval of the Specialization Coordinator. The student will earn three hours of credit for the project and will choose an additional elective course. That elective course must be related to the nature of the Professional Development Project.

### Master's Thesis

The Master's Thesis should be undertaken by a student who has a strong interest in and capacity for research and whose professional aims would be served by writing a thesis which is, in some way, pertinent to his/her specialization. The student will be required to take the Thesis Proposal Seminar (CO 594) during which he/she will prepare the thesis proposal and begin work on the necessary research. The student will earn three hours of credit for the seminar and another three hours for completion of the thesis. The Thesis Proposal Seminar will be conducted by the Assistant Dean, who will approve each thesis proposal. Supervision of thesis completion will be conducted by a thesis committee of three faculty.

## Degree Summary

Core Courses	15 hours
Mandatory Specialization Courses	6 hours
Elective Specialization Courses	9 hours
Professional Project and Related Course <b>or</b> Thesis and Proposal Seminar	6 hours
Total Credits Required	36 hours



# Course Descriptions

All courses listed below are for three credits.

## Common Core

### **CO 505 Interpersonal Communication**

A critical examination of the major theories of interpersonal communication.

### **CO 510 Communication in a Social Context**

A critical examination of the theories which describe the most influential and frequent social contexts for contemporary human communication: the small group and mass communication.

### **CO 512 Organizational Communication**

A critical analysis of the theories which explain human communication as it occurs within complex organizations. (Prerequisite: CO 505 or CO 510)

### **CO 514 Research Methods in Communication**

A review of the most relevant quantitative and qualitative research methods applicable to the study of human communication. (Prerequisites: CO 512 and CO 505 or CO 510)

### **CO 516 Contemporary Issues in Communication**

A seminar in which the case study method is used to require students to apply theory to contemporary communication issues and to synthesize concepts encountered in earlier core courses. (Prerequisites: CO 505, CO 510, CO 512, CO 514)

## Areas of Specialization Mandatory Courses

### ***Organizational Communication***

#### **CO 517 Modes of Organizational Communication**

An examination of current organization theory and practice; the appropriateness of different forms of organization structure for different strategies, industries and other organizations; the types of management required to implement different forms of organization; and the communication requirement made necessary by particular combinations of strategy and culture. (Prerequisite: CO 512)

#### **CO 534 Organizational Anthropology**

Advanced seminar includes developing descriptions and taxonomies of organizations as cultures; sub-cultures and inter-cultures; value systems and life-styles; cultural dynamics and histories. Also includes the development of practicable research and development strategies and methods. Requires field work in organizations and the preparation of group studies and reports.

### ***Organizational Development***

#### **CO 520 Organizational Diagnosis and Change**

Study of organizations as functional organisms. Exploration of techniques for diagnosing organizational malfunctions. Study of the process of introducing change into complex organizations with the aim of developing in the student a skillful capacity to serve as an agent of productive change. (Prerequisite: CO 512)

**CO 521 Case Applications in Organizational Development**

Strengthening of overall organizational development thinking encouraged through the analysis, presentation and discussion of selected cases. A synthesis course involving the application of information from previously completed background and technique courses. (Prerequisite: CO 520)

***Public Relations and Advertising*****CO 532 Public Relations Trends and Practices**

Examination of current trends in corporate and political relations with constituents, employees, communities, shareholders, customers and other groups which affect institutions. Includes case studies, lectures and student participation. Emphasis on why public relations programs often fail and what can be done to improve them.

**CO 533 Advertising Principles**

A comprehensive review of: advertising agency fundamentals, structure, organization and operations, staffing and client relationships; media overview and use; creative planning and execution; market research and testing; ethical considerations; new business.

***Critical Studies*****CO 522 Ethics and Communication**

A lecture/seminar course including a comprehensive overview of the development of ethics from ancient to contemporary thought. Emphasis upon those ethical systems fundamental to our society. Student presentation of current ethical issues in the environment of a democratic society.

**CO 535 A Semiotic View of Communication**

An introduction to the science of signs — semiotics, which deals with the very essence of human communication, namely, the creation of signs, their meaning and effects. Emphasis on semiotic concepts and theories contributing to a better understanding of the communication process.

**Elective Courses*****Organizational Communication*****CO 568 Bureaucracy and Communication**

Stresses a socio-political approach and uses it to focus on the processes of management, organization, productivity, motivation, achievement and personal satisfaction in bureaucratically structured organizations.

**CO 571 Communication Patterns in a Global Society**

An examination of the different patterns for communication industries within different countries and the internal and external forces that mold them. Consideration of political, historical, economic, cultural, traditional, religious and developmental needs and drives which shape communication policy, media and practice.



**CO 575 Writing for Organizations I**

Emphasizes the smaller pieces of writing and projects done on a daily basis by writers in organizations. Student research, interview and writing of executive letters, house organs, brochures, customer newsletters, press releases, business conferences and other projects from both an in-house and freelance perspective.

**CO 576 Writing for Organizations II**

Emphasizes major writing projects for organizations such as executive speech writing, annual reports, background papers, press conferences, corporate magazines, video productions and corporate or political image building. Creation of an annual report or similar editorial project by student teams.

**CO 578 Editorship**

Developing the practical skills and knowledge required by the professional editor; the principles that establish the overall editorial integrity of any publication; the editorial process from acquiring the manuscript to line editing, graphic design and production. Considers the editing of corporate and other magazines, newspapers and books; and the expected impact of the new technologies on the publishing world. (Prerequisite: CO 554)

**CO 584 Professional Production Planning**

An analysis of selected video production and planning in an organizational setting beginning with the research and development stages, through budget, scripting and production planning.

Special attention to working within a corporate environment, development of client relationships and making formal written and oral presentations of a packaged proposal to the client. (Prerequisite: CO 583 or permission)

***Organizational Development*****CO 552 Psychology of Human Communication**

A graduate seminar focusing on the individual and small group and the insights provided by psychology concerning the communicative act. Views communication as the *product* as well as the *producer* of experiences as well as part of the *process* of experience. Attending to communicating as a psycho-physical experience, includes review of historical and current constructs concerning both the psychology and physiology of communicating, developmental and comparative approaches.



**CO 569 Written Communication**

Prepares students to think and write cogently, stressing clarity of thought and expression. Builds a foundation of understanding about the central significance of language in human communication. Lays a foundation of skill for writing expressions that are clear, graceful, effective. Short writings required each week plus several major pieces.

**CO 570 Negotiation**

The role of negotiation and bargaining in human communication: an analysis of the processes and models of negotiation in interpersonal, corporate and political bargaining. Deals with theoretical principles involved in this complex form of human interaction and with practical procedures learned from labor negotiations, diplomatic relations and police experience with hostage-dominated confrontations.

**CO 572 Human Resource Development**

Acquaints the student with the range of activities associated with the human resource function and considers the integration of organizational development efforts into this function.

**CO 573 Training in Organizational Development**

Explores the design and implementation of training programs as an organizational development strategy.

**CO 585 Practice of Consulting**

Study of the evolution and implementation of consulting relationships. Examination of the practical consultant-client interactions and the economics of independent consultancy in communication.

***Public Relations and Advertising*****CO 554 Advanced Photographic Techniques**

Student-produced images serving as case materials for exploring a sophisticated visual medium. (Prerequisite: CO 410 or permission of instructor)

**CO 562 Media and the Law**

Analysis and review of the following ideas in certain recent, landmark court decisions: examination of legal media issues; prior restraint; government media interaction and tensions analyzed; the Pentagon Papers; First Amendment; the reporter's privilege; search and seizure; publicity before and during a trial; gag rules; cameras and microphones in the courtroom; Freedom of Information Act; the reporter's access to news scenes; defamation; libel and slander; obscenity and pornography; regulating broadcasting; equal opportunity rule and fairness doctrine; regulating advertising.

**CO 563 Interrelations of Communication Media**

An examination of the persuasive extensions of man from free verse to pay TV, through comparative analysis of each medium. Designed to develop analytical skill as well as an understanding of how material is prepared for various media.

**CO 566 Principles of Public Opinion Research**

An inquiry into the nature, formation and role of public opinion in modern society. Examination of past and present theories, analysis of factors



influencing public opinion, particularly the effects of mass media of communication. Explanation of procedures and techniques used in opinion polls.

**CO 574 Writing for News Media**

A practical course in how to research, interview, organize facts and write news and feature stories, with an emphasis on the print media. Instruction on writing for newspapers, the trade press, radio and television. Advanced instruction in how to define news and features, how to develop the technique of writing and editing professional copy. Weekly writing assignments in all of the media as well as individual writing projects for the course.

**CO 583 Corporate Video**

Production of one or more tapes typically required for corporate use: a training module; a new product demonstration; a sales promotion; a senior executive's public address; an employee orientation production; a program to accompany a contract proposal. Good and poor examples of corporate production viewed and critiqued by the class, which will then attempt to produce a better version(s) of those critiqued. (Prerequisite: CO 415 or other experience)

**Critical Studies****CO 550 Visual Communication**

Explores the process of visual communication in order to develop an understanding of the component of visual communication and the skills necessary to interpret intelligently the abundance of visual messages to which we are exposed in our daily lives. Particular attention to the languages of film, television, photography and illustration as presented in advertising, photojournalism, television programming and non-theatrical and theatrical film.

**CO 555 Intercultural Communication**

Problems of communication between people of different cultural or subcultural backgrounds. Emphasis on ways and skills enabling proper transfer of meaning in situations where differences in perception, thinking and language can become major causes of misunderstanding. Presentation by participants of case studies based on practical communication experience.





**CO 556 International Communication**

How nations, governments and organizations perceive each other, and how they communicate with each other. Deals with modes of international communication and types of messages and symbolic gestures exchanged through personal encounters, conferences, organizations—both governmental and non-governmental—and through mass media systems. A special seminar session on a simulation of international conference negotiation.

**CO 560 Politics and Communication**

An examination of the communication process of authority, leadership and decision making. How to acquire, use effectively and maximize power in personal communication, a consideration of the communication dynamics of bias, conflict, dominance and submission, grass root activism, the language of politics.

**CO 565 The Persuasive Film**

A course designed to develop in participants an historical perspective and increasing sophistication in the ability to analyze and interpret the message of persuasive films. Viewing and discussion of films relative to ideological, persuasive and/or propagandistic content dealing with the following and additional subject areas: war, peace, affluence, poverty, ecology, developing countries, urban problems, population, education and government.

**CO 567 Persuasive Communication**

An intensive inquiry, by means of lecture/seminar, into the nature of human persuasion. A review of traditional and contemporary thought on persuasion, followed by case studies selected by students to serve as real context for the principles adduced.

## Special Topics

**CO 404 Special Topics**

Presentation of a variety of themes and areas in communication, changing each semester. Depending on the interests of the students, the topics may include: Creativity and Problem Solving; Media Strategies; Masters of the Media; Professional Communication Skills; Political/Governmental Communication; Technology and Communication; Writers' Workshop: Nonfiction; Writers' Workshop: Fiction; Nonfiction Writing: Book Length; Writing for Television and Film.

**CO 558 Independent Studies**

Students may pursue up to six credits of independent studies in areas in which no formal course is offered; in-depth study of some aspect of a course previously taken; construction of a relevant communication artifact; foreign study; or an experimental, case or survey research project. The tuition for these credits is the same as the tuition rate for regular courses. (Application forms available in the Dean's office.)

**CO 559 Internship**

An internship is a defined project or learning agreement which the student completes in a work environment. Cooperating organizations establish these programs in conjunction with the School. Sponsoring organizations include corporations, newspapers, hospitals, charitable organizations and professional societies. Guidelines are available in the Dean's office.

## Final Degree Requirement

### CO 594 Thesis Proposal Seminar

This course examines the principles and methods of scholarly inquiry. Students formulate research problems and develop research proposals. The class discusses methods of observation, identification of appropriate sources, techniques for data collection, analysis and interpretation. It also considers the common and unique features of philosophical, aesthetic inquiry, historical methods, descriptive and experimental research.

## Fundamental Courses

### CO 405 Introduction to Film Production

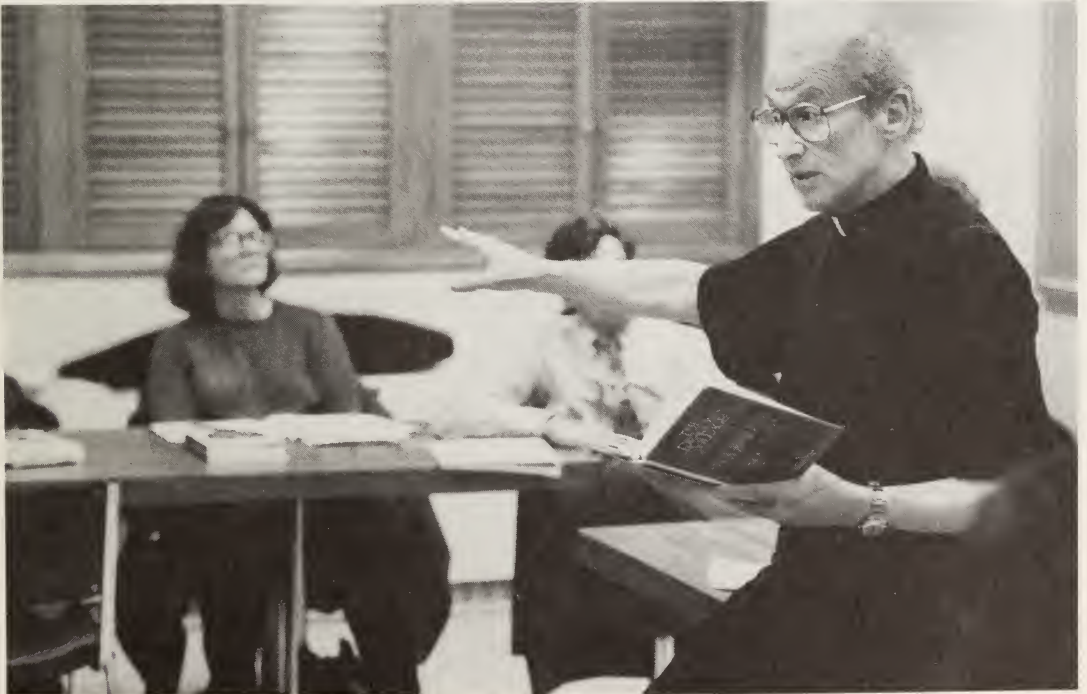
The fundamentals of film making by making films. Viewing films in process, illustrating a variety of problems and situations such as locating the most effective shots, exploring the pace of editing and arrangement of sequences, matching light and color, producing appropriate sound tracks.

### CO 410 Black and White Photography

An introduction to the aesthetic and technical principles of creating black and white photographs. Exploration of basic darkroom techniques.

### CO 415 Video Production Techniques

A beginning course designed to help develop practical and effective communication skills using non-broadcast, portable video equipment. Emphasis on using creative professional techniques to improve low-budget program quality, with these same techniques applying to all video tape recording situations.



## Faculty

**Ray Abel, Adjunct Professor**

B.A., M.A., State University of Iowa. Freelance Television Producer-Director-Consultant. Producer-Director, ABC-TV, NBC-TV, CBS-TV.

**Joseph Cahalan, Adjunct Professor**

B.A., Fordham; Ph.D., New York University. Management Communications Manager, Xerox Corporation. Manager of Public Relations, Xerox Education Group.

**Theodore A. Rees Cheney, Associate Professor**

B.A., M.A., Boston University; M.A., Fairfield University. Video Scriptwriter and author; works include *Day of Fate* (novel); *Getting the Words Right: How to Revise, Edit and Rewrite*; and *Writing Creative Nonfiction*.

**George W. Crane, Assistant Professor**

B.A., Catholic University; M.A., Fairfield University. Consultant on Advertising and Executive Education. Vice President and Creative Director, Fred Wittner Advertising.

**Keith Darby, Adjunct Professor**

Video Production Specialist, GTE Headquarters, Stamford. Previously, Production Manager, BBC, London.

**Kenneth Denzel, Adjunct Professor**

B.A., Brown University; M.B.A., Wharton School, University of Pennsylvania. Corporate Purchasing Manager, United Technologies. Previously: Principal, Micro Resources, a consulting firm specializing in computer applications.

**Bruce E. Harding, Adjunct Professor**

B.S., M.S., Boston University. Previously: Senior Producer-Director, Educational Television, Cornell University; Research Scientific Photography, Massachusetts Institute of Technology. One man show—Spectator of the Universe, Wells College.

**Carole Helms, Adjunct Professor**

B.A., Columbia University; M.S. Columbia School of Journalism. Vice-President, Barry Tarshis and Associates.

**Arthur D. Jensen, Associate Professor**

B.S., Phillips University; M.A., West Virginia University; Ph.D., University of Massachusetts. Research consultant. Previously: Assistant Professor, Ithaca College. Author: *Fundamentals of Interpersonal Communication*.

**Donald F. Johnston, Jr., Adjunct Professor**

A.B., Catholic University; M.B.A., Columbia University; J.D., Harvard University. Counsel, Xerox Publishing Group. Previously: Counsel, Westinghouse Broadcasting Company. Author: *Copyright Handbook*.

**Kevin M. Kealey, Adjunct Professor**

B.A., Fairfield University; M.A., University of Vermont. President, Kevin M. Kealey Associates. Former Corporate Training Manager Arnold/Oroweat.

**James J. Keenan, Professor**

A.B., Manhattan College; M.A., Fordham University; Ph.D., Columbia University. Previously: Managing Scientist, Dunlap and Associates, Inc.

**Woody Klein, Adjunct Professor**

B.A., Dartmouth College; M.S., Columbia University Graduate School of Journalism. Editor, *Think Magazine*, IBM. Previously: Reporter and columnist, *The Washington Post*, *The New York World-Telegram and Sun*.

**Mary Frances A. Malone, Assistant Dean**

B.A., Molloy College; M.A., Fordham University; Ph.D., New York University.

**George E. McCloud, Dean**

B.A., Eastern Michigan University; M.A., University of Michigan; Ph.D., University of Michigan. Previously: Acting Dean, Graduate School, Eastern Michigan University.



**Carol Finn Meyer, Adjunct Professor**

B.A., City University of New York; M.A., Hunter College; M. Phil. and Ph.D., City University of New York. Senior Research Supervisor for Doyle Dane Bernbach Inc., Advertising. Previously: Associate Research Director of Ted Bates Advertising/New York.

**Jiri Nedela, Assistant Professor**

Baccalaureate, Modern Language Gymnasium, Prague, Czechoslovakia; Ph.D., Charles University, Prague. Previously: Deputy Chief, U.N. Center for Economic and Social Information.

**John S. Schmotzer, S.J., Assistant Professor and Coordinator of Advising**

Baccalaureate, Gymnasium, Kosice, Czechoslovakia; M.A., Philosophical Institute, Brno, Czechoslovakia; S.T.L. Collegium Maximum St. Bellarmini, Shanghai, People's Republic of China; Ph.D., Georgetown

University. Previously: National Director of Retreats and Popular Missions, Taiwan, Republic of China.

**Cheryl L. Tromley, Assistant Professor**

B.A., Michigan State University; M.A., Florida Atlantic University; Ph.D., Yale University. Consultant on organization development and organizational behavior. Currently under contract to write *Readings and Exercises in Organizational Behavior*.

## Administration

**George E. McCloud, Ph.D.**  
*Dean***Mary Frances A. Malone, Ph.D.**  
*Assistant Dean*



# GRADUATE SCHOOL OF EDUCATION AND ALLIED PROFESSIONS

Division of Administration, Teaching and Technology  
Division of Human Services  
Master of Arts and Certificate of Advanced Study

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# Graduate School of Education and Allied Professions

## Calendar 1987-88

### FALL SEMESTER 1987

August 3-31	Mail and walk-in registration, Mondays through Fridays
September 2-3, 8	Registration with advisors, 3:30-5:30 p.m.
September 9	Classes begin
October 2	Last day to register for Fall Comprehensive Examination
October 12	Holiday, Columbus Day
November 16	Last day to apply for January graduation
November 25-29	Thanksgiving Recess
December 15-21	Final Examinations

### SPRING SEMESTER 1988

December 14-January 15	Mail and walk-in registration, Mondays through Fridays
January 18	Holiday, Martin Luther King's Birthday
January 19-21	Registration with advisors, 3:30-5:30 p.m.
January 25	Classes begin
February 12	Last day to register for Spring Comprehensive Examination
March 7-11	Spring Recess
March 28	Last day to apply for May graduation
May 9-14	Final Examinations
May 22	Commencement

### SUMMER SESSION 1988

Schedule to be announced.

## A Message from the Dean



Fairfield University has a long-standing tradition of preparing professionals in education and human services. This tradition began in 1950 when the first classes in graduate education were offered toward the master's degree. Since that time we have worked to improve the education of children and youth in Connecticut by advancing the knowledge and skills of teachers, school administrators and the education support personnel in the schools of our region and of the state.

In the mid-1970's, the Graduate School of Education expanded its mission to include the training of persons entering other human service professions. In 1981 our name was changed to the Graduate School of Education and Allied Professions to reflect this additional thrust in our academic programs. While the Graduate Education and Continuing Education schools were merged briefly, the commitment to our mission has remained constant. We look forward with enthusiasm to expanding our contributions to the people and institutions we serve.

Our programs leading to the Master's degree or a Certificate of Advanced Study, the academic requirements, the courses and the faculty involved are described in this catalogue. The schedule of course offerings for each semester and the summer sessions appears in a separate publication which is made available prior to registration. If after reading the material you have any questions, please do not hesitate to contact me, the Associate Dean or a member of the faculty.

*Anthony F. Rotatori*

Anthony F. Rotatori  
Dean

# Graduate School of Education and Allied Professions

The major emphasis of the graduate programs of this School has been on preparing students to utilize their knowledge in school settings. However, as its name implies, the Graduate School of Education and Allied Professions is becoming increasingly involved in the preparation of individuals for human service professions in non-school settings.

Courses of study leading to the degree of Master of Arts and to the Certificate of Advanced Study (C.A.S.) are offered in these areas:

1. School Administration and Supervision
2. Agency and School Counseling
3. School and Applied Psychology
4. Special Education
5. Teaching and Foundations
  - ESOL/Bilingual/Multicultural Education
  - Early Childhood Education
  - Environmental Studies
  - Gifted and Talented
  - Professional Development Programs
6. Technology in Education
  - Computers in Education
  - Educational Media
7. Religious Education
  - Pastoral Ministry
8. Marriage and Family Therapy

Approved Connecticut Department of Education Certification Programs include:

1. Intermediate Administrator
2. School Counselor
3. School Media Specialist
4. School Psychologist
5. Secondary Teaching
6. Special Education
7. Superintendent of Schools

## Changing American Schools and Communities in the 1980's

The School offers a series of short-term weekend courses that appeal to experienced educators, alumni, parents and others who may want to continue their professional developments or who are interested in personal growth. Virtually all of these weekend offerings may be taken for credit or non-credit with courses available in a number of fields, including special education, parent education, media, computers, neuropsychology, music, multicultural areas and counseling.

## FACES

Fairfield Adult Career and Educational Services (FACES) is designed to assist adults with plans for their careers and education by providing information and referral, occupational resource materials, ongoing career development workshops, counseling and testing services. The career resource center is located in Julie Hall and is open Monday through Friday from 9 a.m. to 5 p.m., (203) 254-4110.

## Off-Campus and Special Programs

The University enters into contractual arrangements with boards of education, regional service centers, professional associations and educational organizations throughout the State in efforts to provide continuing education for educators and allied professionals.

## Family Counseling Center at Fairfield University

The graduate programs in Marriage and Family Therapy and Agency Counseling offer counseling to the community at large through the Family Counseling Center. The Center is staffed by advanced graduate students under the supervision of professional faculty. Fees for services are based on a sliding scale. For further information, call (203) 254-4000, Extension 2333.



## Admission

Adults may enroll in graduate courses as Matriculated Students pursuing a Master's degree or a Certificate of Advanced Study, or as Special Students seeking credits for career enhancement or teacher certification. Applicants for the Master's degree must hold a Bachelor's degree from an accredited college or university and give promise of meeting the standards set by the School. An undergraduate cumulative quality point average of 2.67 is required. Applicants for the Certificate of Advanced Study must hold a Master's degree from an accredited college or university with a 3.0 cumulative quality point average.

In addition, individual programs may set specific requirements concerning interviews, adequate scores on tests, course waivers and distribution of undergraduate courses. Dates for admission vary by program.

Applicants for the teacher certification program must (a) pass the CONNCEPT Examination; (b) have an undergraduate cumulative quality point average of 2.67; (c) present two letters of reference in support of their teacher potential; (d) interview with the teacher selection panel; and (e) meet other entry requirements as determined by the Connecticut State Board of Education.

Enrollment as a Special Student also requires prior completion of a Bachelor's degree from an accredited college or university. Students in this status whose career plans change may apply to become matriculated students. Up to 12 graduate credits earned as a Special Student may be applied toward the M.A. or C.A.S. if the student is admitted to a program. All course work done as a Special Student, as well as the quality of the student's prior academic record and recommendations, will be considered.

## International Students

International students must provide evidence of adequate financial resources and should apply well in advance of the beginning of the term in which they intend to begin graduate studies. The applicant must submit certified English translations of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language.

## Application Procedure

### A. Applicants for a Degree, Certificate or Teacher Certification

Students seeking to matriculate must complete the following procedure:

1. Submit a completed application along with the required fee.
2. Have all official undergraduate and graduate transcripts sent to the Associate Dean.
3. Submit two letters of recommendation, preferably one of which will be from current employer or supervisor.
4. Consult a faculty advisor or the Associate Dean about course selection when registering for the first time.



If this procedure has not been completed prior to the beginning of the semester, the student may register as a Special Student pending receipt and disposition of application materials.

### **B. Special Students**

Students not seeking a degree or certificate may enroll and earn up to 12 credits.

1. Submit a completed application for status as a Special Graduate Student.
2. Complete and return a registration form along with tuition and fees.

Special Students may request permission to extend their status beyond 12 credits. This will require the submission of all former academic records but will not affect the 12 credit maximum which may be applied to a degree or certificate program if the student matriculates at a later date.

## **Continuation**

To remain in good academic standing, a student must achieve a 3.0 cumulative quality point average upon completion of the first 12 semester hours. In the first 12 semester hours, the student must complete at least one course from the intended area of concentration and a philosophical foundations course if required. The student must have the recommendation of the advisor(s) to continue in a program after completion of the first 12 semester hours of course work. A student whose cumulative quality point average falls below 3.0 in any semester is placed on academic probation for the following semester. If the average is again below 3.0 at the end of that semester, the student may be dismissed.

Continuation in a state certification program requires performance above the minimum academic level in advanced courses and field experiences, and the recommendation of the area faculty.

## **Readmission**

All students who interrupt their education more than 12 successive months must be reinstated. Request for reinstatement may be made by letter to the Associate Dean at least one month prior to enrollment in courses. If the student has been inactive for 24 months or longer, then it will be necessary to submit a new application for admission to Graduate programs. A review of past work will determine the terms of readmission.

Students who receive their M.A. degree from Fairfield University and who desire to begin programs leading to the Certificate of Advanced Study are required to file a new application of admission to the new program.

## **Advisement**

All matriculated students must have a faculty advisor. Students will be assigned a temporary advisor at the time they are notified of admission. After taking nine hours of graduate course work, the student should select a permanent faculty advisor. All matriculated students must meet with their advisor during their first semester to plan a program of study. It is recommended that the advisor be consulted each semester about course selection.

Special Students may seek advice about course selection from faculty advisors or from the Associate Dean.

Information about state certification requirements may be obtained from graduate faculty advisors or the Associate Dean.

## Transfer of Credit and Waivers

Transfer of credit from another accredited institution of higher learning will be allowed if it was (a) applicable to a graduate degree at the institution in which it was earned; (b) not used toward another graduate degree; and (c) completed prior to enrolling at Fairfield. If this transfer of credit is to be applied toward the Certificate of Advanced Study, only graduate work done after completion of the Master's degree and before enrolling at Fairfield will be considered. Such work shall have been completed within a period of five years prior to enrollment and the grade received for the work may not be less than B. As many as six credits may be transferred if they relate to the student's present program. Upper division undergraduate courses and graduate courses with grades of B or better may, at the discretion of the Associate Dean, be used for waiving prerequisites or for meeting content requirements.

A limited number of courses taken at other institutions of higher learning in fields of specialization which are not offered at Fairfield University may be accepted after enrollment as part of the credit requirements, provided the candidate has written approval of the Associate Dean before registering for such courses.

## General Regulations for Degrees

Students are to complete all requirements for a program within a period of six years from the date of enrollment in the first course completed for credit toward the degree. If interrupted for a year, a student must apply for readmission. See "Readmission."

Over and above the minimum requirements stated in the catalogue, the Dean may require additional evidence of fitness for the degree.



## Master of Arts

1. The candidate must complete a minimum of 30-33 credits as specified by the program.
2. The candidate must complete 18 or 21 credits in major field and all other courses required by the program.
3. The candidate will be required to pass a comprehensive examination, which may be oral or written or both, in the work offered for the degree. Permission to take the examination may be requested after the completion of 24 semester hours of work. If the first examination is failed, one retake examination is permitted.

All students must register with the Dean's office for the comprehensive examination. Refer to the Graduate School Calendar for the deadline for registration.



## Certificate of Advanced Study

The Certificate of Advanced Study is offered in the following areas: Administration and Supervision; Educational Media; School Counseling; School Psychology; and Professional Development for Teachers. Criteria for award of the Certificate of Advanced Study include:

1. Completion of a minimum of 30 credits in an approved program of advanced study. Students whose previous program of study was in a field other than that selected for the sixth year of study will be required to complete certain introductory graduate courses before being accepted for an advanced study program.
2. Completion of 15 credits in the major field and all other courses required by the program.
3. Completion of a practicum or internship at the end of the program.

## Off Campus and Mini-Courses

The School restricts to 12 the number of credits that can be earned in off-campus courses which may be applied to an M.A. or C.A.S. program. The number of one-credit mini-courses which may be applied to these programs is restricted to six.

## Applications for and Awarding of Degrees

All students must file an application for the Master's degree and the Certificate of Advanced Study in the Dean's office.

**The application must be submitted at least three months prior to receipt of the degree.**

Degrees and Certificates of Advanced Study will be awarded each August, January and May. All students are invited to attend the annual Commencement Exercises in May.

## Academic Load

A full-time student is one who carries nine or more credits during the fall or spring semester. Twelve credits is the normal maximum load permitted. During summer sessions full-time students are permitted to carry a maximum credit load of nine credits.

Students who work or attend another school may not be full-time students. Such individuals are ordinarily limited to six credits during the fall or spring semester and six credits during the summer sessions.

## Course Requirements

Course requirements usually include readings and satisfactory completion of oral reports and term papers. In most courses, students are required to take a final written examination. Because of the large amount of outside preparation required for graduate courses, three credits are given for courses meeting for at least 1,500 minutes of lecture, recitation and examinations (usually in the form of 14 periods of 110 minutes each). Graduate courses are numbered 400 and above.

With the permission of the Associate Dean, students are permitted to take certain undergraduate courses for graduate credit. These courses are numbered 300 and above and a grade of B or higher must be achieved.

## Grades

The work of each graduate student is graded on the following basis:

- A Excellent; 4 quality points
- AB Very Good; 3.5 quality points
- B Good; 3 quality points
- C Fair; 2 quality points
- F Failed; 0 quality points
- I Incomplete
- W Withdrew without penalty

Incomplete grades automatically become failures if the missing work is not completed within 60 days of the end of the term. A student who elects to withdraw from a course must do so in writing to the Dean. Pass or Fail grades are used in a limited number of courses. C grades will not be credited toward a Certificate of Advanced Study.

## Connecticut State Certification

Certification of any type by the State Department of Education requires institutional approval as to scholarship, professional preparation, character and personality. Request for such recommendation for certification is to be made in writing on the form provided by the Associate Dean. No recommendation will be issued until at least 15 semester hours have been completed at Fairfield University.

Approved programs are indicated on page 38. All graduates of these programs are legally qualified for certification in states party to the Interstate Certification Compact. Certification programs are outlined in the Program Section of this catalogue, pages 45-102.





## Tuition and Fees

The schedule of tuition and fees follows:

Application for matriculation (not refundable) . . . . .	\$ 25.00
Registration per semester . . . . .	\$ 15.00
Tuition per credit . . . . .	\$ 155.00
Late registration . . . . .	\$ 25.00
Change of course . . . . .	\$ 10.00
Deferred examination . . . . .	\$ 10.00
Transcript . . . . .	\$ 2.00
Commencement fee (Required of all degree recipients) . . . . .	\$ 50.00
Practicum continuation . . . . .	\$ 50.00
Film fee . . . . .	\$ 20.00
Materials fee . . . . .	\$ 15-30.00
Auditing fee, per three-credit course	\$ 230.00

Tuition and fees are payable at registration.

During the Fall and Spring semesters, students deemed eligible may extend payment on their tuition as follows:

*For students taking less than six credits—* at the time of registration the student pays one-half of the total tuition due plus all fees and signs a promissory note for the remaining tuition balance. The promissory note payment due date varies according to each semester.

*For students taking six credits or more—* at the time of registration, the student pays one-fourth of the total tuition due plus all fees (including a processing fee) and signs a promissory note to pay the remaining balance in three consecutive monthly installments. The promissory note payment due dates vary according to the semester.

Failure to honor the above notes in any way will affect a student's future registration with deferred payment.

The trustees of the University reserve the right to change tuition rates and to make additional charges whenever they believe it to be necessary. A service charge of 1% on the unpaid balance may be made monthly on any balances remaining.

All checks are to be made payable to Fairfield University. Any unusual arrangements, e.g., company reimbursement, Veterans Administration payments, and government payments, must be made prior to registration.

Students must pay all tuition and fees on the day of registration, even if they are eligible for company reimbursement. The only exception will be if a student has a letter from a company stating that the company will pay Fairfield University directly for the course(s). Letters from companies stating that they will reimburse the student or the University upon satisfactory completion of the course cannot be accepted as a reason for deferring the payment of tuition and fees.

Foreign students who are admitted must make known to the University the source of their financial support for their University education. They will be expected to make payment of a full year's tuition, fees, and room and board before their certificate of eligibility (Form I-20A) is issued.

A 25% discount in the tuition for all credit and non-credit courses in the School, with the exception of tours and trips, is offered to citizens 62 years of age or older and to clergy and religious.

Student accident and health insurance coverage is available to full-time graduate students. For further insurance information, students should contact the Dean of Students, Loyola Hall, Room 100.

No degree will be conferred and no transcripts will be issued for any student until all financial obligations to the University have been met.

For the tuition refund policy, see page 7.

## Assistantships

A small number of University assistantships are available to assist promising and deserving students. Awards are made on the basis of demonstrated ability, financial need and professional promise.

The assistantships normally cover all tuition charges up to a maximum of 12 credits. In return for the assistantship the student must work a maximum of 20 hours per week in the appropriate division and under the direction of the program director.

Applications are to be submitted to Division Chairpersons at least four weeks prior to the first day of registration for any given semester.



# Division of Administration, Teaching and Technology

## Faculty

**Joseph J. Caruso**

Administration and Supervision

**Rosalie Colman**

Teaching and Foundations

**Anthony Costa**

Teaching and Foundations

**Nancy Ellis**

Teaching and Foundations

**William J. Garrity, Jr.**

Administration and Supervision

**Ibrahim M. Hefzallah**

Educational Media

**Francis Lewis, S.J.**

Teaching and Foundations

**John J. Schurdak**

Computers in Education

**Martin Stader**

Administration and Supervision

The Division of Administration, Teaching and Technology has as its purpose the preparation of entry level teachers at the secondary school level (7-12); school administrators, supervisors and media specialists; and the professional development and growth of certified elementary and secondary teachers, administrators, media and educational computing specialists.

Within the Division, students may study in a variety of educational disciplines, including initial teacher preparation, ESOL, bilingual and multicultural education, talented and gifted education, early childhood education, environmental studies in education, educational administration and supervision, educational media, and educational computing. Students may pursue state certification in these areas as well as the Master's degree and Certificate of Advanced Study. Programs emphasize the foundations of education as well as the content and methods of effective teaching and school administration. Teacher preparation programs, school counseling, administration and educational media programs have been certified by the Connecticut State Board of Education. All graduate programs are approved by the Connecticut State Board of Higher Education.



## Administration and Supervision

The programs in Administration and Supervision seek to develop administrators who will have the technical, human and conceptual skills, and the leadership ability needed to manage schools and school systems. While the major emphasis has been preparing students to utilize their knowledge in educational settings, increasing emphasis has been placed on broader application and transfer of knowledge and skills to other fields.

### Requirements for the Master of Arts

1. ED 429 Philosophical Foundations of Education
2. A course in curriculum development (3 credits)
3. Major field
  - EA 500 Introduction to Administration
  - EA 520 Principles of Supervision
  - EA 510 Administrative Leadership
  - EA 556 Education Law: Teachers' Rights and Students' Rights
  - 2 elective courses in administration (6 credits)
- \*4. One free elective (3 credits)
- \*5. ED 599 Seminar in Research
6. Comprehensive Examination

\*An internship of 3-6 credits may be substituted for the elective and ED 599.

### Requirements for the Certificate of Advanced Study

1. ED 521 Comparative Philosophies of Education
2. A course in learning theory (3 credits)
3. A course in curriculum development (3 credits)
4. Major field
  - EA 510 Administrative Leadership
  - EA 556 Education Law: Teachers' Rights and Students' Rights
  - 2 elective courses in administration (6 credits)
5. 2 free electives (6 credits)
6. EA 590 Practicum or EA 595 or 597 internship after completion of at least 24 credits.

### Summer Institute in Private School Administration

The Institute is an ongoing summer program geared to meet the needs of practicing and potential private school administrators. Students are afforded the opportunity to pursue courses directly related to the private school within a structure common to the preparation of administrators. The Institute is staffed by practicing private school administrators.

The Master of Arts degree or Certificate of Advanced Study may be completed exclusively through summer study. Courses allow for maximum flexibility and training for each individual. Requirements will, therefore, vary according to the individual's previous training, experience and needs. Courses will be selected in consultation with the coordinator of the program.

## Certification Requirements

All applicants are advised to read the appropriate section of the state regulations manual. Copies of the Connecticut Certification Regulations, 14th edition, are available in the office of the Program Director or from the Associate Dean.

### Intermediate Administrator

To be recommended for provisional certification, applicants must have a Master's degree and at least 15 credits in addition to the degree. The following areas of study must be included in the total Post-Baccalaureate Program:

1. Foundations of education (historical, philosophical, sociological, etc.);
2. Psychological foundations of learning;
3. Curriculum development with emphasis appropriate to the professional career objectives of the applicant;
4. Educational administration and supervision, with emphasis appropriate to the professional career objectives of the applicant (minimum of 12 credits);
5. Mere completion of courses appearing to meet the requirements shall not be accepted as *prima facie* evidence that the applicant meets requirements. Compliance with all other requirements of Section 10-146-100 of Connecticut Certification Regulations is an absolute prerequisite to acceptance of the total program of preparation.

### Superintendent of Schools

Applicants must hold an Intermediate Administrator's Certificate or the equivalent and include study in the following areas:

1. Foundations of education (historical, philosophical, sociological, etc.);
2. Psychological foundations of learning;
3. Curriculum development as applied to school systems;
4. Educational administration and supervision as applied to school systems (must include organization of school system, school law, internship and other courses required by the advisor);
5. A core of related study in such areas as economics, sociology, political science and the humanities, selected in relation to the applicant's total education to ensure breadth of education and scholarly background consistent with the competence expected of a superintendent of schools;
6. Mere completion of courses appearing to meet requirements (1) through (5) shall not be accepted as *prima facie* evidence that the applicant meets requirements. Compliance with Section 10-146-97 of Connecticut Certification Regulations is an absolute prerequisite to acceptance of the total program of preparation.





# Course Descriptions

## **EA 500 Introduction to Administration**

This course examines fundamental problems and principles involved in the organization, administration and supervision of all schools. The legal and professional rights, responsibilities and relationship of all personnel—certified, auxiliary and paraprofessional—will be evaluated. *3 credits*

## **EA 505 Community and Public Relations**

The course covers the relations of school administrators with their various publics and the communications media; interest groups within the community and their effect on education; and problems of educational leaders in working with pressure groups. Techniques used to present educational interpretations will be considered. *3 credits*

## **EA 510 Administrative Leadership**

Concepts of leader behavior include the development of personal identity, direction and purpose; values clarification is added. Upon this base the course explores styles of management and is integrated into psycho-social development. Emphasis is placed upon the "how-to" in developing the students' potential in leadership traits and qualities. *3 credits*

## **EA 515 Contemporary Issues in Administration**

This course addresses major social issues of contemporary America as they relate to the administrative process and the schools. Students will be required to define, identify and seek both broad and specific solutions to the issues presented. These solutions may be accomplished by individual, small group or large group effort. The evaluation of each student's work will be based upon the presentation of solutions and the required synthesis at the end of the course. *3 credits*

## **EA 516 Departmental and Extracurricular Issues in Administration**

This course examines the role of the departmental chairperson with regard to curriculum supervision, selection of staff, budget and leadership. It also considers guidelines for the legal aspects of teacher evaluation. Attention will be given to such topics as summative evaluation, substantive due process, procedural due process, property interest, discrimination and disparate impact. The course will also include the legal aspects of extracurricular activities and procedures for closing schools. *3 credits*

## **EA 520 Principles of Supervision**

This course will consider the application of principles and techniques of supervision within the school. The "how to" of classroom observation and teacher evaluation is explored. The partial use of video taped lessons is used to teach the student in administration methods of writing teacher evaluations using a self-evaluation instrument. The remediation of unsatisfactory performance is discussed along with tenure, promotion, merit and/or dismissal. *3 credits*

## **EA 525 Interpersonal Competencies of Leadership**

This advanced course in leader training continues where "Administrative Leadership" leaves off. Additional leadership traits and abilities are developed. Androgony, assertion and power are discussed both from leadership and follower-ship points of view. The modular program consists of general and specific competencies and a compendium of teaching/learning activities and resources keyed to each competency. The learner will be aided in developing personal leadership styles. (Prerequisite: EA 510.) *3 credits*

**EA 530 The Principalship**

The course is designed to provide the student with an understanding of the varied responsibilities the principal is asked to assume in directing the operation of a school. Included will be a consideration of programs concerned with students, teachers, other professionals, parents, paraprofessionals, secretaries, custodians and cafeteria workers. Also, relationships with other organizational divisions of the local, state and federal levels will be studied to determine their effects upon a school unit and the responsibilities of the principal. *3 credits*

**EA 535 The Administrator and Curriculum Development**

The course is designed as a guide to the problems, principles and process for administrators as they seek change and make provisions for gearing up for the demands of accountability through curriculum. *3 credits*

**EA 540 Simulated Problems in Administration**

This course will present contemporary problems in educational administration on the elementary, secondary and school district levels. The student will be expected to react to the administrative problems presented and the individual solutions will be examined and discussed by the members of the group. The totality and complexity of the critique will provide the student in administration with insight into the solutions of the current problems we face in our schools. Student awareness of the complexities and scope of the problems will be stressed. *3 credits*

**EA 545 School Building and School Finance**

Practices, procedures and problems regarding school building projects are studied. General areas of consideration include grant forms; site selections; finances; the educational plan; architect's services; the general contractor; building design; bids; construction; legal problems; and materials and maintenance. Also, a study of school finance will include: theories of taxation; local, state and federal revenues; impact of court decisions; equalization; budgeting, accounting and school property management; and managing student activities. *3 credits*

**EA 550 Organization and Administration of a School System**

A broad consideration of the concept of public school organizational patterns and their adaptability to particular communities will be undertaken. School board-teacher group contracts will be analyzed and critiqued to determine how such agreements affect the school systems. All aspects of school systems will be explored. *3 credits*

**EA 555 Education Law: Federal Rights, State and Local Powers**

This course involves the study of case law and statute law related to education. The areas considered include: federal and state powers; separation of church and state; towns and school districts, including buildings, sites, eminent domain and school finance; the school board member, contracts other than employment contracts; apportionment and taxation; school property; tort liability; transportation; special education; and the superintendent and the principal. Students will be expected to report weekly on assigned cases and statutes. *3 credits*

**EA 556 Education Law: Teachers' Rights; Students' Rights**

This course involves the study of case law and statute law related to teachers' rights and students' rights. The areas considered include: teacher certification; dismissal of tenured teachers; due process in dismissal proceedings; membership in subversive organizations; free speech; discrimination; collective bargaining; unions, teacher contracts; maternity leave policies; loyalty oaths; transfers; retirement; dismissal of non-tenured teachers; segregation; residence and attendance; vaccination; due process for students; students' free speech and expression; discipline, corporal punishment and parental liability. Students will be expected to report weekly on assigned cases and statutes. *3 credits*

**EA 560 Computers in the School**

The students will study the uses of computers in school, including tutorial uses; simulation problems; demonstration of LOGO; types of materials needed and ingredients for a successful program using computers. This course is designed for school administrators and is not intended as a hands-on technique or a programming course. *3 credits*

**EA 561 Administrative Uses of Microcomputers**

This course seeks to provide an understanding of the uses and limitations of computers as administrative and management tools, and of the types and uses of information involved in typical school administrative functions and the effectiveness of computerized assistance in performing those functions. Students will get hands-on experience working with microcomputers as well as hearing guest lecturers with expertise in a given area. *3 credits*

**EA 565 Policy Formulation in Administration**

Attention will be given to the genesis and development of educational policy. The student will examine the status quo of educational policy toward the goal of review, revision and restructuring to accommodate needs of present societal changes. *3 credits*

**EA 590 Practicum in Administration and/or Supervision**

This course is designed to activate accepted principles of administration and/or supervision in real school situations and is subject to approval, supervision and evaluation by the local school administration involved and by the faculty in Administration and Supervision of the University. Projects agreed upon must be sponsored by and acceptable to both groups. *3 credits*

**EA 595 Internship: Intermediate Administrator**

The intern is required to do field work for one semester or one academic year in a school building under the supervision of the principal. The field work will consist of a minimum of five hours per week of organized and directed assignments and will require written reports and conferences with designated faculty member. Placement must be approved by the principal and the intern's faculty advisor. *3-6 credits*

**EA 597 Internship: Superintendent**

The intern is required to do field work for one semester or one academic year in the central school system office working under the supervision of the superintendent or a delegate. The field work will consist of a minimum of five hours per week of organized and directed assignments and will require written reports and conferences with designated faculty members. Placement must be approved by the superintendent and the intern's faculty advisor. *3-6 credits*

**EA 599 Independent Study in Administration and/or Supervision**

Individual projects in administration/or supervision will be undertaken with the agreement of and under the supervision of the faculty in Administration and Supervision. Prior consultation is required. *3 credits*



## Private School Administration

### ED 428 Foundations of Private Education

The purpose of this course is to provide the theological foundation for the Catholic educational leader's vision. Each participant will have the opportunity to apply this to his or her ministry. In this curriculum, this course will fulfill the Ed 429 requirement. *3 credits*

### ED 466 Designing Curricula for Justice and Peace Education

This institute will propose goals and methods of educating for justice and peace. Participants will be involved in reflecting, researching, imagining and evaluating and in developing creative programs for both students and teachers. *3 credits*

### EA 507 The Private School and Its Relationship with the Community

The non-public school is in a unique position in its relationship with the local community. A parochial school relates to pastor, parish and diocese; it relates to students and parents; it relates to the local public school district and to the state education department; it relates to local government agencies as well, including

police, fire, public works and recreational departments. This course will emphasize awareness of the non-public school administrator to the challenges of dealing with all types of community involvement. *3 credits*

### EA 559 Legal Aspects of Private Education

The purpose of this course is to provide elementary and secondary non-public school administrators with basic knowledge and understanding of federal, state and local laws which affect the school environment and to ensure that the rights and responsibilities of all members of the school community (administrators, faculty, parents and students) are defined, respected and preserved. *3 credits*

### EA 564 Utilization of Microcomputers in Administration: Part I

This course is an introduction to the microcomputer's basic operation. It focuses on different types of applications in school management. Criteria for software and hardware selection will be discussed. *Limited enrollment. 3 credits*

### EA 568 Utilization of Microcomputers in School Administration: Part II

The use of microcomputers in classroom management, in the school library and in graphic presentation of school reports will be studied. The course also covers designing and executing information search strategies, and designing Visicalc applications in school management. (EA 564 or familiarity with the Apple microcomputer is recommended.) *Limited enrollment. 3 credits*

### EA 570 Administration of Collective Bargaining Agreements in Private Schools

Introduction to the theoretical and practical aspects of collective bargaining in private schools. Course will focus on managerial prerogatives and the administration of negotiated agreements. Lecture, case study and simulation methodologies will be employed as well as the analysis of participants' conflict resolution styles. *3 credits*



**EA 572 Principles of Conflict Management and Resolution in Private School Administration**

This course will explore strategies for conflict management and resolution in private schools. Conflict (veridical, contingent, displaced, misattributed, latent and false) will be examined from theoretical (sociological, psychological and theological) perspectives. Each student will have the opportunity to assess his/her personal, interpersonal and intergroup conflict management style(s) and to decide how conflict situations may be managed so as to nurture personal growth and ensure institutional advancement. This course will not be a prescription for conflict avoidance; rather, it will focus on the practical implications of the assumption: Effectiveness in resolving conflict is directly related to the success or failure of the school administrator as manager. Lecture, case study, simulation and personal assessment methodologies will be employed. *3 credits*

**EA 573 Curriculum and Instructional Leadership**

This course will undertake a study of the place of vision and values in the aims, design, implementation and evaluation of curriculum and instruction in the private school. *3 credits*

**EA 575 Personal Leadership in Private Schools**

The course will deal with leadership styles, communication skills, crisis avoidance and positive crisis management. Skills for teacher evaluation and effective performance review will be presented. Processes for the selection of teachers and for ongoing staff development will be offered. *3 credits*

**EA 576 Financial and Human Resources in Private Schools**

Financial planning and personnel management are critical and allied areas in school operation. This course will analyze these areas, studying business and plant management, budgeting and fiscal planning, and tuition and fund-raising situations. School personnel relate in a critical manner to every facet of financial management and planning. *3 credits*

**EA 577 Creation-Centered Spirituality and the Educational Process**

The first half of the course emphasizes the theological themes of creation-centered spirituality including original blessing, cosmos, letting go, creativity, compassion. The second half emphasizes the educational process grounded in creation-centered spirituality. *3 credits*

**EA 579 Staff Development in the Effective Private School—A Workshop**

This workshop will explore approaches to staff development in private schools. Staff development techniques and practices will be viewed in the larger context of "adult learning theory" and will also be related to the organizational development of the school. Staff development goals, practices and exercises that address the need for professional growth and development among private school administrators and teachers will be examined. Finally, workshop participants will contribute to the development of a packet of staff development materials and exercises intended for implementation in school settings. *3 credits*

**EA 586 Principles of Personnel and Conflict Management in Private Schools**

Personnel management and conflict management are two related areas in private school administration which will be examined in this course. First, the nature and specific purposes of each of the following five categories of private school services will be examined: teaching, special pupil services, instructional supervision, leadership and administration. Then, the functional interrelationships that exist between and among these five categories will be examined in order to determine what action steps are appropriate for conflict management in the private school setting. Specific attention is given to the following related topics: staff selection, orientation, development and evaluation. *3 credits*

## Teaching and Foundations

The programs in professional development are concerned with early childhood, elementary and secondary school teachers. They give special attention—at all levels—to general problems of teaching: curriculum planning, methods of instruction and development of teacher competencies.

Professional development can be pursued through Master's and C.A.S. level programs of a general or a specialized nature. Concentrations are available in bilingual/multicultural education, environmental studies, gifted and talented and early childhood. Certification in teaching of academic subjects at the secondary school level is offered for individuals preparing for the profession.

## Requirements for the Master of Arts

1. Completion of 33 credits
2. Required courses
  - a. ED 429, Philosophical Foundations of Education (at beginning of program)
  - b. 18-21 credits, some of which may be specified, selected in consultation with the advisor
  - c. ED 599, Seminar in Research (at end of program)
3. Electives, 6-9 credits
4. Completion of a comprehensive examination

## Requirements for the Certificate of Advanced Study

1. Completion of 30 credits
2. Required courses
  - a. ED 521, Comparative Philosophies of Education (at beginning of program)
  - b. ED 534, Theories of Learning
  - c. 15-18 credits, some of which may be specified, selected in consultation with the advisor
  - d. A practicum at the end of the program
3. Electives, 3-6 credits

## Teaching Certification

1. Secondary Education (academic subjects except English)
  - a. A course in foundations of education, i.e., ED 429 or ED 521
  - b. A course in educational psychology, i.e., PY 446 or ED 534
  - c. A course in curriculum or methods of teaching, i.e., \*ED 465 or ED 565
  - d. A course in special education, i.e., ED 350
  - e. Supervised observation and student teaching, i.e., ED 381-382 or ED 401-402

\*Required of applicants with no teaching experience.

2. English in Secondary Education
  - a. as stated above
  - b. as stated above
  - c. Methods courses in the teaching of English and reading, i.e., ED 466, Special Methods in Secondary School English; and ED 459, Developmental Reading in the Secondary School
  - d. Supervised observation and student teaching
  - e. English credits (30 semester hours total) must include: EN 405, Literature for Young Adults; EN 307, Advanced Composition and Teaching Writing; EN 381, Linguistics or EN 382, Transformational Grammar



State regulations also require that students must pass an entry examination (or provide SAT scores of 1000 or better, with neither verbal nor math subscores less than 400), present a Quality Point Average of 2.67 and pass an exit examination to become certified by the State of Connecticut. Consult state regulations for all other requirements, including the credits required in teaching fields. Information related to most recent Connecticut Certification Regulations is available from graduate faculty advisors or the Associate Dean.

## Areas of Concentration

This section lists course descriptions for the following areas of concentration: 1) Teaching and Foundations (ESOL/Bilingual/Multicultural Education, Early Childhood, Environmental Studies, Gifted and Talented); and 2) Cultural Subjects and Teaching Fields.



## Course Descriptions

### ED 345 Psychology of Adolescence

The course studies human development from puberty to maturity, the so-called period of adolescence. The developmental tasks to be treated are: physical, intellectual, emotional, social, moral, vocational, sexual. Included in the study will be the problems and issues of drugs, pregnancy, sex education, suicides, runaways.

*3 credits*

### ED 350 Special Learners in the Regular Classroom

This course is designed to familiarize the mainstream teacher with the developmental learning needs of children and youth who are exceptional. The special learning needs of mentally retarded, learning disabled, emotionally disturbed, and gifted and talented children and adolescents will be examined. Included in this study will be methods of identifying and working effectively with special-needs children and youth in the regular classroom.

*3 credits*

### ED 381 Directed Observation and Supervised Student Teaching

This offers a semester experience in local schools for students who have been approved as qualified candidates for teaching at the secondary level. Students will be involved four and one-half days each week in observation and teaching. The dynamics of classroom management, teaching techniques, organization of lesson plans and duties of faculty are emphasized. Group seminars are held one afternoon each week for discussion of student experiences and presentations on reading methods, audio-visual aids and other topics. Individual conferences are also held and each student is assisted, observed and evaluated by the University supervisor(s) and the cooperating teacher(s).

*Given in the Spring Semester only; students must register by mid-term of the fall. 6 credits*

**ED 401-402 Internship in Teaching**

The student spends a minimum of one semester in a public school under the supervision of a clinical professor. *6 credits*

**ED 418 Evaluating and Correcting Children's Written Work: Revision as Discovery**

This course will cover four areas of the revising process: 1) student and teacher conferences and interaction in the revising process; 2) editing, leaving out and putting in; 3) group inquiry techniques for listening and questioning rather than explaining; and 4) critical thinking. For elementary and secondary teachers and for persons interested in revising and correcting their own writing. *3 credits*

**ED 429 Philosophical Foundations of Education**

This introductory course will be an application of the basic concepts of philosophy to education in general and to contemporary education theory in particular, to acquaint the educator with philosophical terminology, improve the clarity of the educator's thinking and encourage personal commitment to his or her own philosophy of life. *3 credits*

**ED 446 People, Places and Things: Integrative Approach to Science, Social Studies and the Arts**

Participants will choose a theme for curriculum development based on personal histories, field trips, museum exhibits and hands-on experiences. As the classroom community grows, connections will be made between teaching and learning. Specific emphasis is placed on higher order thinking skills. *3 credits*

**ED 447 Teaching Mathematics in the 80's**

The course studies child growth patterns in learning mathematics from a Piagetian point of view, using commercial and found objects to develop math concepts, e.g., Cuisenaire rods, Dienes blocks, attribute blocks, geoboards, junk materials and activity cards. It develops awareness of math in other subject areas, and the ability to quantify and express mathematical relationships in many media. All activities are related to use in the classroom, K-8. *3 credits*

**ED 448 Helping Students with Basic Math Deficits**

Emphasis is on concepts typically covered in grades 4-8, yet appropriate for any grade level in which students show those deficits. Diagnosis of math weakness and alternate ways to present topics in math is included. *3 credits*

**ED 449 Mathematics and the Brain: Theory and Applications**

This course is designed to explore the relationship between intellectual functioning of the brain and the development of mathematical concepts in children, K-8. The course will offer a synthesis of theory and application with the primary focus on applications. *3 credits*

**ED 453 A Journal Workshop: Writing the Natural Way**

This is a journal-writing course that teachers can use to develop a model journal for themselves and their children. Specific ideas on how journal writing can continue to motivate and reinforce thinking and writing skills, and ideas which can connect to all areas of the curriculum and are grade-appropriate are emphasized. *3 credits*

**ED 454 Nature and Nurture of Reading Comprehension**

The course will focus on the process of reading comprehension, an exploration of what it really is. Appropriate research will be presented. A major portion of the course will be devoted to demonstration and use of specific comprehension strategies for fiction and nonfiction, and for development of critical thinking skills. Reading materials and procedures will apply to K-12. *3 credits*

**ED 455 Reading in the Content Areas**

Rationale and strategies for teaching reading in the various content areas are examined. Focus will be upon strategies for diagnostic instruction and methods for concept development. *3 credits*

**ED 459 Developmental Reading in the Secondary School**

The course covers methods and materials for improving reading and study skills at the secondary level; and the application of developmental reading skills in all curriculum areas. *3 credits*

**ED 463 The Hunter Method: Instructional Theory into Practice**

A course of study based on the Instructional Theory into Practice training program developed by Dr. Madeline Hunter, UCLA. Dr. Hunter has been the principal of the UCLA Demonstration Elementary School for the past 20 years. Her involvement in research on effective teaching led her to collate all studies done on what methods increased the probability of student learning in a classroom. Her scientific background and her expertise in organization allowed her to pull together the most important studies on teaching and learning and to create a logical scope and sequence of skills needed for successful instruction. This information has been incorporated into a teacher training—and refinement of skills for experienced teachers—program that has been achieving nationwide attention and acceptance. The course combines lecture, video-tape viewing and analysis of teaching, actual teaching practicums and discussion.

*3 credits*

**ED 465 Teaching Methods for Secondary School**

The course includes a treatment of teaching procedures and materials for aiding the learning process as they apply to classroom instruction in academic subjects in the secondary school.

*3 credits*

**ED 466 Special Methods in Secondary School English**

The organizational pattern in which English can best be taught is explored, with an analysis of the effectiveness of various types of methodology in bringing about changes in the language usage of young people. The course considers such factors as appropriate curriculum materials; methods of organization; approaches to the study of literature; and procedures most cogent in the field of grammar, composition, oral communication and dialogue.

*3 credits*

**ED 468 Curriculum for the 80's: New Age Teaching/Learning Strategies and Experiences**

Recent brain-mind research and projects in classroom provide evidence that the affective/holistic mode of learning enables the brain to expand beyond its "normal" level in processing and communicating information. Course content will deal with the application of contemporary research and theories to curriculum design development and evaluation, as well as teaching/learning strategies and experiences in the classroom.

*3 credits*

**ED 470 Using Newspapers as Teaching Tools**

This intensive one-week workshop is designed to assist teachers at all grade levels and in all subject matter areas. Techniques in using the newspaper as an effective curriculum tool will be examined. Teachers will learn the anatomy of a newspaper, its changing role in today's society and how the news is gathered and reported. Strategies will be developed in various curriculum areas using the newspaper as a core resource. Conducted on campus and at the *Bridgeport Post-Telegram*.

*3 credits*

**ED 473 Educating Both Halves of the Brain**

Implications of brain research for education are studied. Research areas to be covered include: right/left hemisphere, triune brain, holographic brain, brain growth periodization, sex differences, handedness, memory, imagery, consciousness and learning styles. Research findings will be related to teaching practices that appear to be compatible with what is known about how the brain works. Appropriate for all grade levels.

*3 credits*



**ED 474 Brain, Mind and Behavior**

This course gives the student a comprehensive and up-to-date introduction to the human brain and its functions. The course starts with an introduction to the nervous system and its cellular machinery and proceeds through the psychobiological bases of sensation, perception, emotion, motivation, learning, memory and thinking. The final segments of the course deal with the malfunctioning brain as seen in schizophrenia, biogenic depression, mental retardation, Alzheimer's disease, etc., and the advances in neuroscience that will allow us to prevent, cure or at least deal with these problems. Intended for the layperson, the course incorporates material from the PBS series, "The Brain," as well as from other popular sources. No prerequisites. *3 credits*

**ED 500 Independent Study in Teaching/ Curriculum/Foundations**

This course requires self-selected activity by qualified students under faculty supervision. Options include field studies or library research with in-depth study of a problem for a specified time. Student must submit preliminary proposal, detailed research design, and a comprehensive report and evaluation. Frequent consultation with faculty advisor is required. *3-6 credits*

**ED 510 Writing Institute**

This intensive five-day writing institute offers teachers and writers a unique opportunity to work with and meet published, established poets, novelists, journal writers, screenwriters, children's books authors, playwrights, non-fiction writers, editors and agents, as well as "writing-process" trained educators. The institute will use a variety of formats, including workshops, readings, celebrations and formal as well as informal gatherings. It is open to beginning as well as professional writers and to teachers who want to grow as writers and writing teachers. *3 credits*

**ED 513 Summer Institute in Teaching: Exploring Strategies for Growth and Change (Revival for Teachers)**

Lectures, workshops, demonstrations and small group discussions are conducted with a nationally prominent faculty in an intensive week of graduate study. Sessions will include methods, organization, role of the teacher in curriculum building and the social environment of the school and what is taught implicitly by that environment. *3 credits*

**ED 514 Advanced Summer Institute in Teaching (Revival for Teachers)**

This offers an in-depth look at strategies for growth and change for teachers and administrators with opportunities for mini-courses, seminars and lectures. (Prerequisite: ED 513) *3 credits*

**ED 515 Creativity in Living and Learning**

A week-long intensive workshop course in theatre exercises and improvisation for people interested in stimulating their own approach to living, learning and teaching—educators in gifted/talented programs and all other disciplines, artists, leaders of community groups, anyone involved in educational and community services. (Off campus) *3 credits*

**ED 521 Comparative Philosophies of Education**

This course offers a comparison of systems of philosophy currently influential in education as to their understanding of the purpose of philosophy and education, reality, knowledge, learning, society, school and values. *3 credits*

**ED 522 Piaget: The Developmental Process**

This course explores Piaget's findings regarding the cognitive, affective and moral development of the young person and the implications for schooling practice. *3 credits*

**ED 529 Philosophical Issues in Education**

This course includes a systematic discussion of the problems of education (aims, agencies, content, method), until this discussion is reduced to an issue in metaphysics, epistemology, axiology. Educational panaceas will be examined against the frame of reference of each of the four major philosophies of education: idealism, realism, pragmatism, existentialism. The course will include an examination of current proposals, by modern educators, as appearing in recent monographs and periodicals. (Prerequisite: ED 429 or its equivalent) *3 credits*

**ED 533 Learning Values: Moral Development and Moral Education**

Contemporary theory and practice are studied, including investigation and evaluation of the work of Simon ("Values Clarification"), Piaget, Kohlberg ("Six Stages of Moral Development"). *3 credits*

**ED 534 Theories of Learning**

The course presents a detailed consideration of the conditions of human learning found in the principal schools of psychology on the contemporary scene that are particularly significant for education. Investigation of other theories will be required for individual reports. *3 credits*

**ED 536 Evaluating Student Performance**

Alternatives to traditional grading are studied. The course also includes new tested practices which enhance education, with special focus on classroom implementation. *3 credits*

**ED 555 Techniques in Diagnosing Reading Problems**

This course offers a survey of methods and materials for formal and informal, group and individual diagnosis of reading strengths and weaknesses. *3 credits*

**ED 559 Remedial Reading**

This course develops competency in selection and use of reading strategies/techniques for pupils of below average reading achievement level. (Prerequisites: ED 452 and 555, similar credit, or permission from the instructor) *3 credits*

**ED 565 Principles of Curriculum Development**

The principles, problems, theories, and critical issues in curriculum organization are studied. The main thrust of the course is the gaining of practical knowledge on developing and improving curriculum. Emphasis is placed on the identification and systematic study of concerns and new directions in curriculum development and improvement, based on current research and thought. *3 credits*

**ED 566 Current Problems in Teaching Secondary School Math**

This course is designed for teachers of secondary school mathematics. It will be conducted on a seminar basis and will investigate topics in curriculum methodology, evaluation and administration of secondary school mathematics. A decision on the specific topics to be discussed will be made during the first class meeting and may change from year to year. *3 credits*

**ED 568 Workshop in Curriculum Reorganization**

This course is intended for those who wish to participate actively in a curriculum reorganization practicum. Each student creates an individual program of studies in a specific discipline, with comprehensive scope and sequence and under the personal supervision of the instructor. The student becomes aware of those curriculum determinants which are pertinent to his or her applied program. *3 credits*

**ED 569 Secondary School Curriculum: Recent Developments**

This course examines current curricular trends and developments; current patterns of organization; revisions in content areas; new directions, problems and issues. The second half of this course will require the student to undertake an intensive study of the recent developments in one of the disciplines. *3 credits*

**ED 590 Practicum in Teaching**

The student is required to solve a practical problem in classroom teaching which involves applying educational research to a specific school situation. *3 credits*

**ED 599 Seminar in Research**

Each person will become familiar with the tools, sources and methods of doing and reporting research by conducting supervised research on a selected topic. The process and the products are discussed in class meetings. *3 credits*

## **ESOL/Bilingual/ Multicultural Education**

**ED 409 Workshop in Transculturation—  
Socio-Educational Issues**

This course addresses communication across cultures, intercultural understanding and the sociological implications for the educational process of the non-native English-speaking student. *3 credits*

**ED 420 Teaching English as a Second  
Language—The Four Skills**

This course stresses the teaching of ESL skills, especially listening and speaking. The use of multi-media and teacher-made materials are included. *3 credits*

**ED 423 Principles of Bilingualism**

This is a foundations course in the Multicultural Degree Program. It covers the basic principles and the various types of bilingualism in children and in adults. It cuts across the disciplines of psychology, linguistics, education and sociology. Students will gain an understanding of the concepts, problems, and influences involved in bilingualism, second language proficiency. *3 credits*

**ED 425 Grammar and ESOL in Bilingualism**

After setting a strong foundation in grammar and contrastive analysis for the ESL or bilingual teacher, techniques for the teaching of grammar will be presented. Practical aspects and skills will also be considered. *3 credits*

**ED 426 Methods and Materials in ESOL and  
Bilingual Programs**

This course is designed to aid the teacher or prospective teacher to develop a variety of teaching methods and materials, including testing materials to meet the individual needs of students in a classroom or program. Special emphasis is on linguistics, writing, reading comprehension and listening comprehension in the native language and English. *3 credits*

**ED 427 Language Acquisition and Analysis  
of ESOL and Bilingual Materials**

The five newest methods of teaching a second language will be presented and demonstrated. Teachers will analyze the accompanying materials while gaining an understanding of the difference between acquisition and learning. *3 credits*





**ED 431 Testing and Assessment: Bilingual and ESOL**

This course is intended to probe the following areas: language dominance; techniques in testing the non-native English-speaking child, the bilingual child; language proficiency and I.Q. assessment of language development and reading comprehension. *3 credits*

**ED 432 Workshop in Multicultural/ESOL Curriculum Development**

Teacher-made curriculum materials for ESOL and multicultural education are produced in this course. These materials are based on preferred individual learning styles. Students will first discover and analyze their personal learning-teaching styles. They will gain an understanding of how to appeal to the learning styles which differ from their own and how people grow by broadening their learning styles. The final product is expected to be useful and practical. *3 credits*

**ED 433 Practicum: Teaching the Non-English Speaking**

Participants will be required to teach English to the non-English speaker with emphasis on methods, techniques, planning, assessment, acculturation, survival English. *3 credits*

**ED 434 The Multicultural Setting: A Practicum**

Teaching in a multicultural setting is examined. Emphasis will be placed on curriculum for integrative teaching and learning with special attention given to cultural differences in learning styles and what their implications are for teaching styles. *3 credits*

**ED 436 Methods in ESOL**

This course is designed to present to the student modern methods and special techniques for teaching English to speakers of other languages. The student will be required to participate actively in teaching ESOL in a mock situation, to study and discuss modern approaches, and to visit a determined number of ESOL classes and to report on such visitations. This course presently meets state certification requirements for teaching English to non-English-speaking adults. *3 credits*

**ED 441 Teacher and Pupil in the Multicultural Classroom**

This course covers multicultural awareness, understanding different cultural systems, student self-concept. Activities for effective growth are constructed. Ethnicity and ethnology are also integral components. *3 credits*

**ED 451 Teaching Content Area Subjects in the Bilingual Classroom**

Laws on bilingual placement, evaluation of available texts in Spanish, evaluation of related classroom materials in the areas of general science, biology, social sciences and mathematics are studied. Also included are adaptation of available school and library materials in English for the bilingual classroom. *3 credits*

**ED 461 Reading and Writing in the Multicultural/ESOL Classroom**

This is an introductory course for teaching reading and writing in the bilingual/ESOL classroom, with reading readiness, comprehension, and writing across the curriculum taught. Building reading and writing skills through cultural differences is accented. Other aspects of this course are evaluation and adaptation of materials, as well as reading and writing for pleasure. *3 credits*

**ED 471 Multicultural Education: Perspectives**

The course studies cultural democracy, the ideology of assimilation in education, values, cognitive styles, intercultural variability, sources and theories of inequality in education, culturally different students, multicultural education as a social force. *3 credits*

**ED 485 Sociological Issues in Multilingual/Multicultural Education**

This course is intended to provide the classroom teacher with the sociological implications for the educational process of the non-native English speaking child. *3 credits*

**ED 572 Consultation in Bilingual Schools and Communities**

This is an advanced course focused on the process of consultation with parents, teachers, administrators and mental health professionals working within school and community systems. Emphasis will be placed on defining the role of the consultant, exploration of consultative models and the development and implementation of effective skills applicable to a variety of professional settings. *3 credits*

**ED 591 Seminar in Multilingual/Multicultural Education**

Discussions are conducted of periodical publications in the field. Each participant will choose an area of concentration for a paper or project. This may be effected by the individual or by small group cooperation. *3 credits*

**SE 419 Issues in Bilingualism and Special Education**

This course is designed to aid the teacher of non-native English speaking children and bilingual children to assess degrees of bilingualism and to recognize a child with a special education problem. How to deal with the "no English" barrier and the special education of the learning disabled child. *3 credits*

**Early Childhood****ED 405 Exploring Early Childhood**

This course will be geared primarily to teachers, parents, leaders and day care workers of children aged infant-5. The emphasis will be on new approaches based on current understandings of child development. *3 credits*

**ED 406 Children and Their Books**

Children's literature is the perfect vehicle for getting to know children and in turn helping children to develop self-awareness. With this in mind, this course is designed to introduce to teachers books which will be used as stepping-stones to a variety of activities. Through the demonstrations of lessons, interest centers and "book-jobs," attention will be given to the encouragement of the natural relationship between language arts, music, art and physical education. Attention will be directed toward giving children's authors and illustrators a definite place in school curriculum. *3 credits*

**ED 407 Music and Early Childhood Education**

This course considers methods and materials in focusing, engaging, expanding and developing a repertoire of songs, rhymes and movements to be used with young children as they explore the world of sound and find the music inside themselves for learning and enjoyment. *3 credits*

**ED 411 Administering and Supervising Pre-elementary Education**

This course examines a variety of programs and techniques relating to the administration and supervision of pre-elementary education programs. Emphasis is placed on the director's role in staff recruitment, hiring, development and evaluation. Leadership and management techniques are also studied and analyzed. *3 credits*

**ED 413 Building Curriculum for Pre-School and Young Primary Children**

This course gives specific ideas and suggestions for developing learning in all content areas based on the physical and intellectual growth of the young child. Practical math activities, appropriate children's literature, experiential science and creative arts, drama and movement techniques—all with a reading readiness and skill approach. *3 credits*

**ED 414 Observing and Recording**

This course will deal with the skills needed to look at and see children being children, to learn their language, to record the process objectively and to begin to interpret the data collected.

*3 credits*

**ED 416 Discipline as a Positive Learning Experience**

The reasons behind children's misbehavior will be investigated in this course. Once the child's motivations are understood, the parent or teacher can learn to deal effectively with the causes of misconduct. New and effective methods of dealing with such issues as temper tantrums, stealing, lying, swearing, violence, eating difficulties and disobedience will be explored.

*3 credits*

**ED 501 Gesell Screening Workshop**

This three-day screening workshop covers assessment of pre-kindergarten, kindergarten and pre-first-graders—"A Developmental Point of View." (Off campus)

*2 credits*

**ED 502 Gesell Readiness Workshop**

This four-and-a-half day workshop is designed to instruct students in the administration and interpretation of the School Readiness Test, determining the maturity level of school-age children. The course is devoted to philosophical and practical presentations in each of the morning sessions and instruction and assessment procedures in the afternoon. (Off campus)

*3 credits*

**ED 503 Gesell Preschool Workshop**

This four-and-a-half day workshop is designed to instruct students in preschool assessment, determining the maturity level of preschoolers, and "how not to work with preschooler." (Off campus)

*3 credits*

## Environmental Studies

**BI 361 Marine Ecology**

This course studies marine communities and their environment, with special consideration of ecosystems in the sea. The laboratories will be held on the waters of Long Island Sound.

*3 credits*

**BI 366 Marine Pollution**

The origin, description, detection, and control of biological and chemical pollutants, and the conservation of terrestrial, aquatic and atmospheric natural resources. Field trips will investigate and characterize changes in Long Island Sound waters which are heavily impacted by heavy metals, hydrocarbons and pesticides.

*3 credits*

**ED 476 Curriculum Development in Environmental Studies**

This course asks the participants to consider a model environmental program which has as its goal the interrelatedness of all living things. It makes use of the children themselves, their neighborhoods and a variety of other communities of living things. Games, crafts, books and just plain facts are included to make a program rich in opportunities for learning and growth.

*3 credits*

**ED 478 A Schooner's Eye View: The Environmental Future of Long Island Sound**

This course offers students a unique opportunity to sail on Long Island Sound and gain valuable knowledge of our marine environment. Boarding a schooner on two consecutive weekends, students will make use of charts to locate significant environmental sites, investigate marshes, beaches and the water itself. There will be discussion of the historical development of the area and the changes brought about by population growth. Evening sessions will be devoted to basic analytical techniques indicating the present level of contamination, and legislation that will have an impact on the future of the Sound. A look at the population density and growth trends in Connecticut coastal communities will alert students to possible alternatives for the future.

*3 credits*



**ED 479 Using Nature Centers and Other Environmentally Related Groups as Resources for Teaching**

Visits will be made to nature centers, zoos and environmentally related companies and organizations to identify ways of using their facilities, services and other resources to enrich your teaching. Your use of their facilities and their assistance to you at your school are both emphasized in this course. *3 credits*

**ED 480 Outside the Classroom: Using the Outdoors for Early Childhood**

Starting points will be developed from the immediate environment which can be realistically implemented by teachers, parents, day care workers or leaders within early childhood classrooms or situations. Sessions will include using the outdoors as a base for curriculum building, ways of providing hands-on experiences for children, ten-minute field trips and a sensitivity to the outdoors and each other. *3 credits.*

**ED 481 Experiential Education: Canoeing the Connecticut River**

This short-term course will combine several crucial aspects of experiential education for the middle school and junior and senior high school teacher. Principles of integrated curriculum building will be studied as the group of teachers prepares for and paddles down the Connecticut River for five days. The development of leadership skills, logistic planning, first aid, canoeing, and light-weight camping skills will be learned. Emphasis will be placed on early Connecticut history as well as on literature of the wilderness and strategies for writing in the field. No prior experience in canoeing/camping is necessary. *3 credits*

**ED 482 Marshland Ecology**

A one-week course in salt water marshes emphasizing food production and the dependency of marine organisms on wetlands. Selected marshes on Long Island Sound will be the subject of field studies where the class will be able to appreciate the role of wetlands in supporting the larger marine environment and ultimately man. In addition, man-made disturbances, development and pollution will be assessed in field problems dealing with Stamford and Norwalk marshes. Most of this course will be field-oriented outdoors. *3 credits*

**ED 483 Ecological Studies at the Devil's Den Preserve**

This course will cover the history, development and use of the Preserve, as well as the ecological relationships of the environment. Field exploration and discoveries with resource staff who have helped create this unique scientific and aesthetic study area for environmental studies will be conducted. Students will be able to develop materials for their own use. *3 credits*

**ED 484 Outdoor Education and Camping at Devil's Den Preserve**

This is a methods course of essentials needed to prepare a teacher or group leader to incorporate outdoor education and camping into a regular school program. Orienteering with map and compass, arts and crafts with native materials, field explorations and study as well as menu planning, food purchase, cooking in a primitive situation and development of a campfire program will culminate in an overnight camping experience at the Preserve. *3 credits*

**ED 487 Backpacking in the Appalachian: Historic, Literary, Geologic Perspectives**

Experiential education is offered through a hiking experience for four days in northwest Connecticut to study the possibilities of this "extended classroom." Creative writing, group dynamics, organizational techniques and backpacking will be learned. Open to all teachers. *3 credits*

### **ED 488 Audubon Ecology Workshop: Methods of Teaching Natural Science**

This week-long residential course presents content information, methods and materials for covering basic concepts of ecology, field natural history and environmental problems, particularly as they pertain to Southern New England and nearby areas. Course activities combine day and evening lecture/demonstration/discussion sessions with field trips to a variety of habitats including meadow, deciduous and coniferous forest, stream, pond and seacoast. Special interest option sessions on topics such as geology, photography, insects, etc., are also included. There are many additional opportunities for individual follow-up study with field and laboratory equipment and library resources. The course aims to help students develop a basic environmental literacy as well as the teaching skills for presenting this knowledge to a variety of audiences. (Offered in cooperation with the Audubon Center in Greenwich.)

*3 credits*

## **Gifted and Talented**

### **SE 421 Education of the Gifted and Talented**

This introductory course focuses on the characteristics of and programming for the gifted and talented child. Emphasis will be placed upon identification techniques appropriate to the intellectually superior student, the creative student and the talented student.

*3 credits*

### **SE 423 Differentiated Curriculum for the Gifted and Talented**

This course will focus on the special learning styles of different groups of gifted and talented children and curriculum approaches that are appropriate for children with exceptional intellectual ability, children with exceptional creative ability, children with exceptional spatial ability, children with exceptional linguistic ability, and children with exceptional psychomotor ability. Methods of discovering learning style preferences will be considered.

*3 credits*

### **SE 425 The Creative Process and the Creative Child**

This course will focus on the exploration of creativity through activities and theories, contemporary practices and research, and will examine the implications of this paired approach for the education of the creative child. Attention will be given to the development and measurement of creativity in classroom settings as well as its growth in the individual.

*3 credits*

### **SE 426 Development of Artistic Talent**

In recognition of the increasing demand that the arts (music, theatre, dance and graphic arts) be placed in the regular (K-12) curriculum, the classroom teacher needs to become familiar with principles and methods to identify and support talented students in the arts as well as to be knowledgeable on programming for all students. The course will focus on strategies for uncovering aptitudes, practices for student development, model course designs which will utilize available art resources and suggest methods in career guidance.

*3 credits*

### **SE 428 Special Topics—Gifted and Talented**

This course takes an in-depth look at major issues in the field of talented and gifted such as differentiated curriculum, learning styles, teaching strategies to maximize the potential of the student at the elementary and secondary level. Emphasis is also placed on program models and techniques of evaluation.

*3 credits*

### **SE 520 Practicum in Education of Gifted and Talented**

Working under the supervision of a faculty member, students will complete an individual or group project involving field work in the area of talented and gifted. Students will work directly with artists, teachers, administrators and educational specialists in the completion of projects. (Prerequisite: permission of the instructor)

*3 credits*



## Cultural Subjects and Teaching Fields

### AS 327 America in Film

This course provides a critical examination of important American films with the intention of exploring the impact of film as a myth-making medium. Some of the topics to be analyzed include: history in film, sexual role playing, social class and institutions, and the religious-ethical assumptions implicit in American films.

*3 credits*

### AS 330 Artist in America

This team-taught course will survey the relationship between various artistic forms in the American experience. The methodology will be interdisciplinary in the examination of the social and cultural milieu which has shaped the artist and his themes. Some of the specific subjects to be covered include: "The Tension Between Popular and 'Serious' Music," "Literature and Painting," "The Role of Cultural Dictators," "Jazz: A Native Art Form," "The Poet in a Mass Society" and "Film: A Collaborative and Popular Art."

*3 credits*

### AS 340 The City in America

This team-taught course will trace the historical development of the American city and its inevitable effect upon the American imagination. After examining the city from an historical and artistic perspective, the focus will shift to social and political analysis. Topics to be covered include: the relationship of the suburbs to the city, state and federal responses to urban problems, the relationship of private enterprise to the city and the continuing impact of media in shaping our attitudes toward the urban environment.

*3 credits*

### AS 345 American Labor: Image and Reality

This course employs an historical mode in its investigation of the American labor movement. Through the years, American workers have adjusted to an evolving economic environment in a variety of ways. This course will focus upon the emergence of trade unionism and the concept of collective bargaining as protective devices employed by the working force in an industrial and bureaucratic environment. Besides examining the facts of trade unionism's impact upon the social and political institutions of America, the course will explore the impact of the media in establishing various attitudes toward the American labor movement.

*3 credits*





**AS/EN 381 American Romanticism**

Starting with a discussion of Romanticism in general as an intellectual and historical movement, the course looks in depth into one of the most fertile periods of American literature, the American Renaissance (1830-1865). Emphasis will be placed on the divergent qualities of such romantics as Emerson, Thoreau, Poe, Hawthorne, Melville and Whitman. *3 credits*

**AS/EN 382 American Realism and Naturalism**

This course concerns itself with the evolution of American realism after the Civil War and the subsequent naturalistic movement in American Literature. Included are the writings of Twain, Howells, DeForest, James, Crane, Dreiser and others. *3 credits*

**AS/EN 383 Modern American Literature**

The development of the modern American writer will be traced from the post-World War I era through the Depression and to the period immediately following World War II. The writings of Fitzgerald, Hemingway, Faulkner, Frost, Steinbeck, O'Neill, Mailer, Lowell, Bellow and others are included. *3 credits*

**AS/EN 384 Contemporary American Literature**

Significant developments in American fiction and poetry are traced from this period immediately following World War II to the present. The course examines the writings of Salinger, Updike, Bellow, Vonnegut, Malamud, Barth, Pynchon, Ginsberg, Ferlingetti, Sexton and others. *3 credits*

**AS/EN 387 The American Novel**

The course traces the American novel from its imitative beginnings to its development as a unique literary form with representative novels by Hawthorne, Melville, James, Faulkner, Bellow, etc. *3 credits*

**AS/EN 475 American Poetry**

The course undertakes an intensive study of American poetry with emphasis on the form and technique which the poet has chosen, as well as on the cultural milieu from which his or her poetry derives its symbols and meaning. Taylor, Thoreau, Emerson, Whitman, Dickinson, Melville, Pound, Eliot and Stevens are studied. *3 credits*

**AS/EN 476 Existential Themes in American Literature**

This course studies major Existential themes in selected American authors. As one of the most vital intellectual and moral forces in the 19th and 20th Centuries, Existentialism will be viewed through such human problems as personal identity vs. mass conformity, absurd freedom vs. suicide, responsibility and anguish vs. apathy, and theism vs. non-theism. Emphasis will be placed on the European origins of Existentialism, and European works will be read alongside American works for comparison of common concerns. Attention will be paid to the Existential Worldview in American authors not conventionally thought of as Existentialists. Among the European writers to be read are Kierkegaard, Kafka, Sartre, Camus and Beckett. Among the American writers are Emerson, Hawthorne, Faulkner, Flannery O'Connor, Miller, Malamud, Ellison, Updike, Bellow and Albee. *3 credits*

**AS/HI 341 Social History of the United States to 1865**

This course examines the social factors behind the migration of the English between 1620 and 1640, and the theological and social climate they brought to this country; the contrast between the 17th and 18th centuries; and the romanticism of the early 19th century. *3 credits*

**AS/HI 342 Social History of the United States since 1865**

This continues an analysis of our society: the culture of the Gilded Age; the influence of modernism on philosophy and religion; the political and social outlook of the Lost Generation; and the impact of the Great Depression on our culture. *3 credits*

**AS/BI 350 Origins of the United States**

A study is undertaken of the roots of American civilization. Included are a comparison of the colonial systems of Spain, France and England; Indian-white relations; the development of Anglo-American institutions; the Puritans and their legacy; the founding of divergent societies in New England, the Middle colonies and the South; the origin and development of black slavery and white attitudes toward the blacks; the Great Awakening of the 1740's; the Enlightenment in America; the expulsion of France; the coming of the American Revolution; the transition from colonial to national status; the confederation period and the forming of the Constitution. *3 credits*

**AS/PO 307 American Law and Social Responsibility**

The course offers a study of the foundations of modern jurisprudence dealing with the theories and systems of law, the forms and methods of trial, law in the modern world and societal response. *3 credits*

**AS/PO 318 American Political Thought**

To be considered are the philosophical roots of American political thought and the influence of the American revolutionaries, Constitution-makers, Federalists, Jeffersonians, Jacksonians, Tocqueville, Civil War-makers, examiners of the welfare state, pragmatists, and new frontiersmen on the contemporary American mind and institutions. Challenges and reform of the American political system will also be treated within the scope of political science through an application of the concepts of human nature, idealism, constitutional power and nationalism. *3 credits*

**AS/PO 369 American Political Campaign Techniques**

The primary concerns of the course will be political membership, commitment and life; the creation of issues—precise, imprecise and new; the making of the candidate—the lion and the fox; successful party organization; role of the communicative media; the actual campaign and its successful organizing of the vote; the election result and the follow-up critique. *3 credits*

**BI 361 Marine Ecology**

See course description, page 62.

**BI 366 Marine Pollution**

See course description, page 62.

**EN 311 Advanced Composition and Teaching Writing**

This course is designed for English education majors but is open to all students who wish to develop their own expository and creative writing skills while they master practical teaching skills by working with freshman composition students for an hour each week. *3 credits*

**EN 316 Transformational Grammar and the History of the English Language**

This course will cover principally two linguistic fields: transformational grammar and the history of the English language. Students will learn how transformational grammar was initially conceived by Noam Chomsky and how it has been modified into a system concerned with the relationship between deep structure and surface structure since the development of Chomsky's Aspects model. The students will, in examining the English language, learn how modern applications of these fields will be linked with an examination of semantics and stylistics. *3 credits*

**EN 317 Traditional and Structural Grammar**

The course presents an introduction to the principles of modern descriptive linguistics, especially as they relate to present-day English; its grammatical structure, its sound and spelling systems, its vocabulary and rules of usage. Modern English grammar will be approached from both the structural and transformational points of view. Special emphasis will be given to the application of linguistic knowledge to the teaching of the language arts, including composition and stylistic analysis. *3 credits*

**EN 404 Children's Literature: The Heart of Reading**

The course emphasizes developing an awareness of the variety of books that combine literary excellence and subjects appropriate to a child's world. Topics to be considered: likenesses and differences among authors and illustrators; periodicals and audio-visuals related to children's literature; what to look for in a children's library or bookstore; how to weed out books that exploit the superficially relevant or sensational topic; how to recognize books that treat children with respect; how's and why's of classics. *3 credits*

**EN 405 Literature for Young Adults**

The course will focus on the selection and use of a variety of literature, both traditional and contemporary, for the secondary school student. It will emphasize a values approach intended to help students find a common ground between a short story, poem, drama or novel, their own lives and contemporary society.

*3 credits*

**EN 482 The English Language—Form and Function**

A course to prepare Teachers of English to Speakers of Other Languages (TESOL) in linguistic analysis, structure of the English language and areas of possible difficulty for the non-native English speaker. Emphasis will be given to phonetic, phonemic, lexical and syntactical areas of interference. Required of all students with a concentration in TESOL. *3 credits*

**SO 486 Issues in Multilingual/Multicultural Communication**

This course is designed to probe the relationship between language usage and variety; pattern of sex discrimination and integration; role stereotyping and specialization across and within modern societies.

*3 credits*





## Computers, Media and Technology in Education

The goal in media and educational computing is to offer a strong program in educational technology to teachers, school administrators, school media specialists, training and media personnel in business, industry and community agencies.

### Computers

Our computer program faculty has a long history in assisting teachers and administrators to learn to use computers professionally in their classrooms. The Fairfield staff is credited with developing the first course in computer-assisted instruction to be offered at the graduate level, and it organized the earliest Master's degree program designed primarily to prepare teachers and administrators to use computers in instruction.

Most of our computer courses are held in the program's two Apple computer classrooms, each equipped with 20 complete Apple IIe systems with color monitors. Each student is normally assigned to an individual microcomputer station during class time.

### Media

Students in the media program are encouraged to work with different types of equipment and to produce instructional programs. Still picture cameras, video tape recorders, a multi-color camera TV studio and a variety of portable production equipment are available for student use. Students are also encouraged to join the TV volunteer crew which participates in planning and producing Fairfield University TV programs. Additional facilities include video and audio editing rooms; an educational media laboratory; and a multistation darkroom.

## Computers in Education

### Requirements for the Master of Arts

The major in **Computers in Education** requires the completion of 33 credits as follows:

1. At the beginning of the program

CS 400	Introduction to Computers
ED 429	Philosophical Foundations of Education

or

ED 521	Comparative Philosophies of Education
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or

2. Three of the following courses:

CS 401	Computer Programming for Teachers: BASIC I
CS 403	Introduction to AppleWorks for Teachers
CS 405	Introduction to LOGO and LogoWriter
CS 410	Introduction to PASCAL

3. One of the courses listed below:

CS 501	Applications of Computers in Education: BASIC II
CS 505	LOGO II
CS 509	PASCAL II

4. Each of the following courses:

CS 504	Introduction to Computer Graphics
CS 510	Seminar on the Selection, Design & Evaluation of Curriculum Materials for Microcomputers
CS 511	Practicum in Computer Assisted Instruction I

Two electives (6 credits)

## Professional Development Programs in Computing

We offer four **Professional Development Programs in Computing** for those teachers and administrators who do not wish to enroll in a full Master's degree course of study, but would like to undertake smaller graduate programs tailored to their specific teaching or administrative needs.

### 1. Computer Professional Development Program in PASCAL

This program is designed to meet the needs of teachers who prepare students to take advanced placement courses in Computer Science, and of those who desire a more profound knowledge of programming and of the Apple II. The course of study consists of the following courses:

CS 400	Introduction to Computers
CS 410	Introduction to PASCAL
CS 509	PASCAL II
CS 507	Introduction to Microprocessor Assembly Language and Architecture

### 2. Computer Professional Development Program in LOGO

This program is designed to meet the needs of teachers and administrators who use LOGO in their schools. The program consists of the following courses:

CS 400	Introduction to Computers
CS 405	Introduction to LOGO
CS 505	LOGO II
CS 510	Seminar on the Selection, Evaluation and Design of Curriculum Materials for Microcomputers



### 3. Computer Professional Development Program in BASIC

This program is designed to meet the needs of teachers and administrators who have a responsibility for the teaching of BASIC. The courses in this program are:

CS 400	Introduction to Computers
CS 401	Computer Programming for Teachers—BASIC I
CS 501	Applications of Computers in Education—BASIC II
CS 504	Introduction to Computer Graphics

### 4. Computer Professional Development Program in Computer Applications

This program is designed for teachers and administrators who are primarily concerned with the selection and use of computer applications. This program consists of the courses:

CS 403	Introduction to Apple Works for Teachers
CS 400	Introduction to Computers or CS 405 Introduction to LOGO
CS 510	Seminar on the Selection, Evaluation and Design of Curriculum Materials for Microcomputers

## Requirements for the Certificate of Advanced Study

Students who have earned a Master's degree may pursue a C.A.S. subject to the general regulations listed on page 42. Courses will be arranged in consultation with the faculty and will include ED 534 and ED 521 if not taken previously.

## Educational Media

### Requirements for the Master of Arts

The Major in **Education Media** requires 33 credits with at least 24 credit hours in media.

#### A) Required Courses (9 credits)

MD 400	Introduction to Educational Media
MD 411	Production of AV Materials I
MD 599	Research in Educational media
or	or
MD 590	Internship in Media (full-time students)
or	or
MD 580	Research in Educational Media Administration

#### B) Areas of Specialization (24 credits)

##### 1. School Media Specialist

MD 403	The School Library
ED 429	Philosophy of Education

Choice of four of the following:

ED 406	Children & Their Books
EN 405	Literature for Young Adults
MD 404	Cataloguing of Teaching Materials
MD 406	Introduction to Reference
MD 405	Microcomputers in the School Library
MD 425	History of Motion Pictures in the Western World
MD 410	Sounds of Learning

Choice of two of the following:

MD 416	Introduction to Photography
MD 421	Introduction to Motion Pictures
MD 423	Introduction to Film Animation
MD 431	The Video Experience I
MD 433	TV in Education/Critical Viewing
MD 450	Computer Graphics for Visual Communication I



## 2. Training Media Specialist

Required (six courses)

MD 416	Introduction to Photography
or	or
MD 417	Basic Darkroom Techniques
MD 423	Introduction to Motion Pictures I
MD 431	The Video Experience I
MD 450	Computer Graphics for Visual Communication I
MD 511	Production of AV Materials II
MD 531	The Video Experience II
MD 535	Designing Development and Training Programs
MD 550	Production of Training/Instructional Programs

Choice of two of the following:

MD 451	Computer Graphics for Visual Communication Part II
MD 512	Graphic Design
MD 540	Practicum in TV Production
MD 541	TV in Training and Business

## 3. TV Production

Choice of eight of the following:

MD 416	Introduction to Photography
MD 417	Basic Darkroom Techniques
MD 421	Introduction to Motion Pictures I
MD 431	The Video Experience I
MD 433	TV in Educational/Critical Viewing
MD 450	Computer-Generated Images for Visual Communication I
MD 511	Production of AV Materials II
MD 512	Graphic Design
MD 531	The Video Experience II
MD 535	Designing Development and Training Programs
PY 471	Effective Interviewing
MD 540	Practicum in TV Production
MD 541	TV in Training and Business
MD 550	Production of Training/Instructional Programs

## 4. Film Study

Choice of six of the following and two electives:

AS 327	America in Film
MD 416	Introduction to Photography
MD 421	Introduction to Motion Pictures I
MD 423	Introduction to Film Animation
MD 425	History of Motion Pictures
MD 427	Motion Picture Appreciation
MD 431	The Video Experience I
MD 521	Introduction to Motion Pictures II

## 5. Free-Track

The program is designed by the student in consultation with the advisor and is based on the student's previous experience and intended career goals. To be considered an educational media major, a student must accumulate 24 credit hours in media courses.

## C) Comprehensive Examination

# Requirements for the Certificate of Advanced Study

Students accepted in the program must complete 30 credit hours beyond the Master's.

## A) Required Courses

ED 521	Comparative Philosophies of Education
ED 534	Theories of Learning
MD 500	Administration of Educational Media Programs
or	or
MD 580	Research in Educational Media Administration
MD 599	Research in Educational Media

Other courses must be in the selected area of specialized study.

## B) Areas of Specialization

### 1. Media Management

EA 520	Principles of Supervision
EA 510	Administrative Leadership

Selection of four courses from the School of Media Specialist area.

## 2. Film Study

(Open for candidates who have had their Master's degree in areas other than Film Study techniques.)

Choice of six courses from the Film Study cluster.

## 3. TV Production

(Open for candidates who have had their Master's degree in areas other than TV Production)

Choice of six courses from the TV Production cluster.

# School Media Specialist Certification

Course requirements for a State provisional certificate are as follows:

1. Students holding a Provisional Teacher's Certificate with at least one year of successful teaching must complete a minimum of 24 credits in media courses.

It is recommended that the selection of courses cover both the print and the non-print media.

2. Students without a Provisional Teachers's Certificate must complete a minimum of 24 credits in media and 18 credits from the following:

Required:

MD 381/ 382	Directed Observation and Supervised Student Teaching in Media
ED 429	Philosophical Foundations of Education
PY 446	Developmental Psychology I
MD 400	Introduction to Educational Media
ED 565	Principles of Curriculum Development

# Course Descriptions

## Computers in Education

Almost all of these courses are held in the program's two Apple computer classrooms, each equipped with 20 complete Apple IIe systems with color monitors. Each student is normally assigned to an individual microcomputer during class time.

### CS 400 Introduction to Computers

The purpose of this course is to introduce teachers and administrators to the world of computers, to provide the information necessary to teach computer literacy courses. Topics in this course will include the history of computing, an overview of computer hardware and programming, a survey of computer applications, the impact of computers on society, the computer and the individual, the public perception of computers and the future of computing.

*3 credits*

### CS 401 Computer Programming for Teachers: BASIC I

This course has no prerequisites and is geared for the first-time computer user who is interested in studying the use of computers in the classroom. This course will start at the most elementary level of programming, with no prior knowledge presumed. Students will receive instruction in developing programs for classroom instruction using the BASIC language. Lab fee \$30.

*3 credits*

### CS 403 Introduction to Apple Works for Teachers

This course is an introduction to the use of Apple's integrated software to teach computer literacy, to explore the use of databases in teaching, and to assist teachers in classroom management. Students will learn to use the database, spread sheet and word processing applications of this software package. No prior computer experience is expected. Lab fee \$30.

*3 credits*

**CS 405 Introduction to LOGO and LogoWriter**

This course will introduce students to LOGO, to its use in the classroom and to the rationale leading to its development. This is designed for the first-time computer user. No prior knowledge of programming is required. Lab fee of \$30.

*3 credits*

**CS 408 Introduction to Computers in Writing**

This course will focus on the ways in which computers can be used to help students learn to write. It will approach writing as a process and will consider methods of applying computers with the purpose of enhancing the writing ability of students. The course will include a review of relevant software, and will introduce teachers to the Bank Street Writer. No previous experience with computers is necessary.

*3 credits*

**CS 410 Introduction to PASCAL**

This is an introductory course in PASCAL, a high-level language that encourages good programming style. Students will be introduced to problem-solving methods, algorithm development, and will be taught to design, code, debug and document programs. Lab fee \$30.

*3 credits*

**CS 420 Introduction to FORTRAN**

This course gives an introduction to computer programming in FORTRAN, a widely used programming language. Brief exposure is given to the use of flowcharting and to the operation of digital computers. Emphasis is placed on the design and execution of programs. Lab fee \$30.

*3 credits*

**CS 450 Use of Desktop Publishing in Instruction**

This course is designed to instruct teachers in the classroom use of three programs: the Newsroom, the Printshop and the Printshop Companion. Teachers will learn to use these programs for both the creation of printed materials and as instructional tools with which students can create newspapers, posters, calendars, etc.

*1 credit*

**CS 451 Computer Animation**

The teaching of computer animation is often made difficult by the technical nature of current computer software. This course is designed to simplify the animation sequence. Each participant will be provided with drawing and animation tools which can be used both to introduce young students to the elements of computer animation, and to create animation sequences for any BASIC program.

*1 credit*

**CS 453 Use of Story Writing Programs in Instruction**

This course is designed for the teacher wishing to discover newer ways to interest younger students in the writing process. Participants will explore a new type of software which encourages students to create stories and illustrate them with graphics. Programs like Bank Street Storybook, Story Maker and Storytree provide students with a format for creating and presenting stories both on the computer and in printed form.

*1 credit*

**CS 501 Applications of Computers in Education—BASIC II**

Students will expand their knowledge of BASIC by working with disk files and their application to various types of computer-assisted instruction. Varied forms of CAI will be discussed and programmed. Students will have the opportunity to create course modules in their own subject areas. (Prerequisite: CS 401 or permission of instructor) Lab fee \$30.

*3 credits*

**CS 502 Introduction to Apple SuperPILOT**

An introduction to Apple SuperPILOT, the latest version of PILOT, the most widely available computer language designed for the development of curriculum materials on microcomputers. (Prerequisite: CS 401 or permission of the instructor) Lab fee \$30.

*3 credits*

**CS 504 Introduction to Computer Graphics**

This course offers an introduction to the principles of graphics design and to graphics application packages. Students will design an implement computer graphics for instructional applications. (Prerequisite: CS 401 or permission of the instructor) Lab fee \$30.

*3 credits*



**CS 505 LOGO II**

In this course students will learn to use the LOGO Operators that manipulate numbers, words and lists. This course will focus on LOGO as a programming language. Programming projects in this course will be directed toward applications that can be used in the classroom. (Prerequisite: CS 405 or permission of instructor) Lab fee \$30. *3 credits*

**CS 507 Microprocessor Assembly Language and Machine Architecture**

An introduction to Assembly language programming on microcomputers, and to microcomputer architecture. (Prerequisite: CS 501 or CS 509 or permission of the instructor) Lab fee \$30. *3 credits*

**CS 509 PASCAL II**

This course will prepare students to teach advanced placement courses in computer science. Topics to be covered include advanced linear data structures, tree structures, algorithms and numerical analysis. (Prerequisite: CS 410 or permission of instructor) Lab fee \$30. *3 credits*

**CS 510 Seminar on the Selection, Evaluation and Design of Curriculum Materials for Microcomputers**

Students will review instructional materials currently available for microcomputers, in order to develop criteria for their selection and use in the classroom. The seminar will include critiques of computer course strategies and tactics in the light of theories of instruction and principles of learning, and an introduction to the design and writing of course materials. (Prerequisites: CS 401 and CS 405 or permission of the instructor) *3 credits*

**CS 511-512 Practicum in Computer-Assisted Instruction I and II**

This practicum affords students an opportunity to prepare curriculum materials for presentation by computer, and to conduct independent studies. Students developing instructional materials may choose to use the program's Apple IIe microcomputers, the University DEC 8600 computer system, or the computers available in their own schools. (Prerequisite: CS 510) *3 credits*

**Educational Media****En 405 Literature for Young Adults**

For description see Teaching and Foundations page 68.

**MD 381 Directed Observation and Supervised Student Teaching in Media**

Under the supervision of the media librarian, students will gain experience in the full spectrum of library media experiences, including design, implementation, delivery and evaluation of media services. Students will attend group seminars on campus every Wednesday for discussion of student experiences and presentations. Attendance at Wednesday afternoon group seminars is required. Individual conferences are also held and each student is assisted, observed, and evaluated by the University faculty and the cooperating media librarian. **Student teachers must also enroll in ED 350** (required for state certification). *6 credits*

**MD 400 Introduction to Educational Media**

The first part of the course focuses on teaching as a system which targets the individual student to help develop the person as a whole. The second part focuses on the use of media and new instructional technology in designing effective teaching strategies, and environment conducive to learning. *3 credits*

**MD 403 The School Library**

The role of the school library in the teaching-learning process is examined. Recent trends in planning and using school libraries; remodeling existing libraries for more efficient use; future developments; teaching elementary and secondary school students efficient ways of using the school library are covered. *3 credits*

**MD 404 Cataloguing of Teaching Materials**

This course will examine principles of classifying and cataloguing of teaching materials for optimum access and retrieval by the student and the teacher. *3 credits*

### **MD 405 Microcomputers in the School Library**

This course will present a hands-on review of school media center's applications of the micro-computer. Students will learn to use word processing software for bibliographies and reports, and database software for inventory and special collections. Other uses will include search databases, card cataloging, and communications with commercial databases for information gathering and book ordering. Lab fee \$25.

*3 credits*

### **MD 406 Introduction to Reference**

In this course, students will learn how to find information and how to teach elementary and secondary school students efficient ways of retrieving information.

*3 credits*

### **MD 407 Creative Media Utilization for the Elementary School**

The course explores creative use of audio-visual materials and equipment in the elementary school. Production of inexpensive teaching materials will also be studied.

*3 credits*

### **MD 408 Selection and Evaluation of Teaching Materials**

This is an exploration of sources of information on teaching materials, as well as principles of selecting and evaluating teaching materials. The course will introduce to the students a variety of teaching materials in different subject matters and on different levels.

*3 credits*

### **MD 410 Sounds of Learning**

Students study how to develop children's listening skills; basic principles of writing an audio program; radio and recorded materials in teaching; review of some of the available audio teaching programs with emphasis upon individualized and group instruction; and production of audio programs.

*3 credits*

### **MD 411 Production of AV Materials: Part I**

Skills and steps necessary to visualize an idea, basic principles of design and the art of typography, production of camera-ready mechanicals, slides, charts, graphs, overhead transparencies and Kodalith slides are studied. Lab fee \$25.

*3 credits*

### **MD 416 Introduction to Photography**

This course emphasizes the role of the still picture in communication with particular attention given to instruction; the design and production of instructional still pictures; and mechanics of camera operation and darkroom techniques.

*3 credits*

### **MD 417 Basic Darkroom Techniques**

This course is primarily intended for those interested in processing film and producing black-and-white prints. No prerequisite is required; however, the student should be familiar with basic photographic procedures. Film development, the making of contact sheets and enlarging are stressed with hands-on involvement.

*3 credits*

### **MD 421 Introduction to Motion Pictures I**

Techniques of communication through the motion picture medium and utilization and evaluation of instructional films are studied. Mechanics of camera operation, editing and actual production of sound super 8mm films will be included.

*3 credits*

### **MD 423 Introduction to Film, Computer and Video Animation**

The course is designed to explore film, computer and video animation techniques which can be produced using simple and basic equipment. Prior knowledge in motion picture photography and computer programming are not a prerequisite. Basic skills of video camera and video tape recordings are required.

*3 credits*

### **MD 425 History of Motion Pictures**

This course involves the study of the evolution of the motion picture medium from its infancy to its present stage of development. Film fee \$25.

*3 credits*

### **MD 427 Motion Picture Appreciation**

Motion pictures are studied as an entertainment, cultural and educational mass medium. Contemporary schools in motion pictures and teaching motion picture discrimination on different school levels will be explored.

*3 credits*



**MD 431 The Video Experience: Part I**

Using a single-camera video tape recorder system, the course explores simple and creative production and utilization techniques of TV in education and training. The students will also have the opportunity to become familiar with multiple-camera system using the University color television studio. Lab fee \$30. *3 credits*

**MD 433 Critical Viewing of TV**

Since television is watched by millions of children and young people for long hours every day, it is essential to develop their critical viewing abilities. Critical viewing of television is a skill that can be taught and should not be left to chance. However, without discriminating parents and teachers, children will lack models of intelligent use of the television medium. The main objective of the course is to increase the adults' understanding of television, and to further develop their critical viewing skills. The course also focuses on methods and curricula for developing children's and teenagers' critical viewing skills. *3 credits*

**MD 450 Computer Graphics for Visual Communication: Part I**

The course aims at developing students' understanding of computer graphics in visual communication. It will also provide them with opportunities to practice skills needed to develop visuals for presentations, using the video screen as an audio visual device. Using the Apple IIe Lab, students will gain experience in creating well-designed screens that integrate text, graphics and graphs in an effective presentation. Lab fee \$20. *3 credits*

**MD 451 Computer Graphics for Visual Communication: Part II**

This course will introduce the students to the scope and the application of computer graphics in industry and in business. Topics include different styles and capabilities of computer graphics; and analysis of resources for creating the various types of computer graphics in terms of hardware, software and other cost-effective factors compared to conventional graphic image preparation. The course will also offer students the opportunity to experiment with packaged computer-graphic programs using the IBM Microcomputer Lab. Lab fee \$20. *3 credits*





### **MD 500 Administration of Educational Media Programs**

This course covers the administration and organization of educational media programs on single school, school system, college and university levels. Types of services, budgeting and planning schools for instructional technology application are included. (Prerequisites: MD 400 and MD 411) *3 credits*

### **MD 511 Production of AV Materials: Part II**

Understanding the processes and terminology of print media is important not only when producing newsletters, brochures and ads, but also for professional quality graphic slides and overheads. The printing process and 4-color reproduction will be covered, as well as the use of Kodaliths to produce mechanicals for a brochure or newsletter. With emphasis on detail and color, each class participant will also produce a short sound/graphic slide program from concept through the storyboarding, scripting, and graphic, photography and recording stages. (Prerequisite: MD 411) Lab fee \$25. *3 credits*

### **MD 521 Introduction to Motion Pictures II**

The course is designed for those who have taken MD 421 or MD 423 and are interested in pursuing and developing their understanding of the motion picture medium and their skills in producing films. (Prerequisite: MD 421 or MD 423) *3 credits*

### **MD 531 The Video Experience: Part II**

The picture element in television, pictorial composition, visual continuity, lighting, audio, video editing, basics of script writing and the how of producing a training/instructional television program are examined. (Prerequisite: MD 431) Lab fee \$30. *3 credits*

### **MD 535 Designing Development and Training Programs**

Participants are expected to be prospective trainers, training specialists, personnel generalists or line personnel in business and industry. The primary focus of the course will be upon designing development and training programs for administrative professionals and management employees. Course assignments will provide individualization and tailoring of course content to participant needs and working environment. *3 credits*

### **MD 540 Practicum in TV Production**

Prerequisite: 9 credit hours in TV courses and 6 credit hours in other media production courses. *Credit by arrangement*

### **MD 541 TV in Training and in Business**

This course examines the use of television in in-house training, the integrated use of computers and video in training. Building a video image of a business enterprise and analytical study of television in advertising are included. (Prerequisites: MD 431 and MD 531) *3 credits*

### **MD 550 Production of Training/Instructional Programs**

The students will put into use the principles and skills they have developed in previous courses to plan, design, and produce a training/instructional program. (Prerequisite: 18 credit hours in media production and a satisfactory background in theories of learning and evaluation) *3 credits*

### **MD 560 Seminar in Educational Technology**

The seminar is planned to introduce the student to advanced study and current issues in the field of instructional technology. Each member will make an independent study to be discussed in the seminar. (Prerequisite: 15 credit hours in media courses) *3 credits*

### **MD 580 Research in Educational Media Administration**

This is an independent study project with emphasis upon research in administering educational media programs. (Prerequisite: 15 hours in media courses) *3 credits*

### **MD 590 Internship in Educational Media**

The internship is for full-time students who seek first-hand experience in educational media management. *Credit by arrangement*

### **MD 599 Research in Educational Media**

Prerequisite: 15 credit hours in educational media courses. *Credit by arrangement*

### **MD 595 Independent Study in Media**

Students may do individual study in media with a faculty member. Proposals for independent studies are submitted prior to registration. *3 credits*

# Division of Human Services

## Faculty

**Janine M. Bernard**

Agency and School Counseling

**Margaret C. Deignan**

Special Education

**Robert Dubroff**

School and Applied Psychology

**Daniel Geller**

Special Education

**Harold Hackney**

Agency and School Counseling

**Martin A. Lang**

Religious Education

**Jerome Schiller**

Special Education

**Linda L. Terry**

Marriage and Family Therapy

**Alexander Tolor**

School and Applied Psychology

The Division of Human Services includes programs leading to the Master's degree in School Counseling, School Psychology, Agency Counseling, Marriage and Family Therapy, Special Education, Religious Education and Pastoral Ministry. The common focus of these programs is the development and enhancement of individuals and families through educational and psychological growth. The programs in School and Agency Counseling are certified by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). School Psychology and Special Education are accredited by the Connecticut State Board of Education. All graduate programs are approved by the Connecticut State Board of Higher Education.

## Agency and School Counseling

Majors in the counseling program lead to a Master of Arts degree in either Agency Counseling or School Counseling. The School Counseling major prepares students to work as counselors in elementary and secondary schools. The Agency Counseling major prepares students to work in a variety of human services settings, including mental health centers, substance abuse centers, crisis counseling centers, career centers and other community agencies offering counseling services. Students who complete either of these two programs will qualify to take the national certification examination given by the National Board for Certified Counselors, Inc. The School and Agency Counseling programs have been awarded provisional approval by the Council for Accreditation of Counseling and Related Educational Programs.

In view of the responsibilities of the role of counselor in both school and community settings, students whose work is of marginal quality in pertinent courses or who demonstrate personal qualities that are not conducive to the role of counselor will not be recommended either for matriculation or continuation in the program.

## Admission to the Program

Admission decisions are made twice yearly, on April 15 and December 1. Students should submit materials no later than March 15 and November 1, respectively, to be considered for admission.

In view of the responsibilities of the role of counselor, in both school and community settings, students whose work is of marginal quality in pertinent courses or who demonstrate personal qualities that are not conducive to the role of counselor will not be recommended either for matriculation or continuation in the program.

## Requirements for the Master of Arts

Both the Agency Counseling major and the School Counseling major require completion of 48 credits for the Master of Arts degree. State certification as a school counselor may be accomplished as part of the Master of Arts degree program.

## Requirements for the Certificate of Advanced Study

The Certificate of Advanced Study is awarded in School Counseling with the completion of a minimum of 30 credits in an approved program of study beyond the Master of Arts degree.

## School Counselor Certification

The School Counseling program requires completion of the 48-credit Master of Arts degree. Students who have no prior teaching experience but wish to be certified as school counselors may do so by completing a one-year internship in a school setting prior to completion of the degree.

## Program of Study

### School Counseling

1. ED 429 Philosophical Foundations of Education
2. Psychological Foundations: Six semester hours of graduate or undergraduate work are required from the following areas: personal adjustment, developmental psychology, personality or abnormal psychology. Such courses must have been completed within the past nine years to obtain a course waiver.
3. Professional Studies
  - CN 451 Introduction to School and Agency Counseling
  - CN 531 Guidance Programs: Procedures, Organization and Evaluation
  - CN 500 Theories of Counseling





4. The Helping Relationship
  - CN 553 Counseling Pre-practicum
  - CN 558S Practicum: School Counseling
  - CN 590S Internship: School Counseling
5. Group Process and Organization
  - CN 455 Group Process
  - CN 554 Group Counseling Pre-practicum
6. Life Styles
  - CN 457 Career Development: Theory and Practice
  - CN 433 Counseling Diverse Populations
7. Appraisal
  - PY 536 Educational and Psychological Testing
  - PY 571 Research in Psychology
8. Electives  
(To complete 48-credit requirement if waivers are accepted.)
9. Comprehensive examination which may be taken prior to the internship.

### Agency Counseling

1. Psychological Foundations  
Six hours of graduate or undergraduate work are required from the following areas: personal adjustment, developmental psychology, personality or abnormal psychology. Such courses must have been completed within the past nine years to obtain a course waiver.
2. Professional Studies
  - CN 451 Introduction to School and Agency Counseling
  - CN 432 Management of Human Service Programs
  - CN 500 Theories of Counseling
3. The Helping Relationship
  - CN 553 Counseling Pre-practicum
  - CN 558A Practicum: Agency Counseling
  - CN 590A Internship: Agency Counseling
4. Group Process and Organization
  - CN 455 Group Process
  - CN 554 Group Counseling Pre-practicum

5. Life Styles
  - CN 457 Career Development: Theory and Practice
  - CN 433 Counseling Diverse Populations
6. Appraisal
  - PY 536 Educational and Psychological Testing
  - PY 571 Research in Psychology
7. Electives  
(To complete 48-credit requirement if waivers were accepted)
8. Comprehensive examination which may be taken prior to the internship.

## Marriage and Family Therapy

The Master of Arts degree in Marriage and Family Therapy prepares students for careers as marriage and family therapists. The curriculum follows guidelines set forth by the American Association for Marriage and Family Therapy (AAMFT). Completion of the program will lead to eligibility for associate membership in AAMFT.

## Admission to the Program

Admission decisions are made twice yearly, on April 15 and December 1. Students should submit materials no later than March 15 and November 1, respectively, to be considered for admission.

In view of the responsibilities of the role of counselor, in both school and community settings, students whose work is of marginal quality in pertinent courses or who demonstrate personal qualities that are not conducive to the role of counselor will not be recommended either for matriculation or continuation in the program.

## Requirements for the Master of Arts

The major in Marriage and Family Therapy requires completion of 45-48 credits, depending upon the student's prior coursework in psychology. In addition, students should have an overall grade point average of 3.0 and pass a comprehensive examination at the end of the program.

### Program of Study

1. Marital and Family Studies (3 courses including CN 433 or SE 441).
  - CN 550 Introduction to Marriage and Family Therapy
  - CN 561 Family Intergenerational Relations
  - CN 433 Counseling Diverse Populations (OR)
  - SE 441 Parents and Families of Disabled Individuals
2. Marital and Family Therapy (3 courses)
  - CN 551 Issues Along the Family Life Cycle
  - CN 552 Intervention in Structural and Strategic Family Therapy
  - CN 562 Human Sexuality and Sexual Dysfunction
3. Individual Development (any 3 courses including PY 446 or PY 447)
  - CN 500 Theories of Counseling
  - PY 435 Psychology of Personality
  - PY 441 Psychology of Personal Development
  - PY 446 Developmental Psychology I (OR)
  - PY 447 Developmental Psychology II
  - PY 450 Theories of Child Psychotherapy
  - PY 530 Behavior Therapy
4. Professional Studies (2 courses)
  - CN 565 Professional Issues in Family Therapy
  - CN 568 Special Topics in Family Therapy
5. Supervised Clinical Practice (4 courses including CN 553).
  - CN 553 Counseling Pre-practicum
  - CN 559 Practicum in Family Therapy I
  - CN 560 Practicum in Family Therapy II
  - CN 580 Internship in Family Therapy I
  - CN 581 Internship in Family Therapy II
6. Research
  - CN 566 Research in Family Therapy
7. Electives  
(To complete 45-48 credit requirement if waivers are accepted.)
8. Comprehensive examination which may be taken prior to internship.



# Course Descriptions

## **CN 432 Management of Human Service Programs**

This course is designed to familiarize the student with the workings of community-based human service programs. Among focus areas will be organizational structure, staffing procedures, budgeting, developing agency goals and human resources, consultation roles, and program evaluation. (Prerequisite: CN 451)

*3 credits*

## **CN 433 Counseling Diverse Populations**

Implications, challenges and opportunities for counseling diverse populations will be examined. Cross-cultural counseling will be emphasized. Consideration will also be given to counseling men and women in changing roles, homosexuals and the physically challenged.

*3 credits*

## **CN 445 Adolescent Suicide**

This course will focus on the dynamics of adolescent depression, with emphasis on the suicidal adolescent. Ways of assessing the degree of risk involved in working with this population, strategies for prevention, and the residual effects of suicide on the home, school and community will be discussed.

*3 credits*

## **CN 448 Counseling Issues in Gerontology**

The physiological, psychosocial, developmental and crisis issues of aging will be explored along with resources for meeting the needs of people in their later years. Course content will include: attitudes toward the elderly, retirement, productive aging, depression and suicide, sexuality, bereavement, institutionalization, and death and dying.

*3 credits*

## **CN 451 Introduction to Agency and School Counseling**

This course offers a professional orientation to the counseling profession including history and philosophy, standards and credentialing, work settings, and relationship to other human service professionals. In addition, the course will introduce the student to important counseling topics including ethics, assessment, consultation, prevention and accountability.

*3 credits*

## **CN 452 Human Relations Training for Personal Effectiveness**

This course is for teachers, counselors, school administrators and those in business settings in which helping skills are necessary to further positive interaction with people. The focus of this laboratory course is on personal and interpersonal growth which includes the increase of communication skills, acceptance of self and others, resolving interpersonal conflict, and managing anger and stress.

*3 credits*

## **CN 455 Group Process**

Laboratory course with focus on group tasks in an interpersonal context. Students will observe the nature of their interactions with others and enhance their knowledge about the nature of groups and the laws of their development.

*3 credits*

## **CN 457 Career Development: Theory and Practice**

The psychology of work and theories of career development will be covered. Vocational interest tests and the uses of various counseling techniques will be explored. The emphasis of the course is on career counseling and guidance throughout the life span.

*3 credits*

## **CN 500 Theories of Counseling**

This course will examine major theories contributing to the practice of counseling, including psychoanalytic, phenomenological, Gestalt and behavioral approaches.

*3 credits*



**CN 531 Guidance Programs: Procedures, Organization and Evaluation**

This course will focus on the management of guidance and counseling programs in the larger context of pupil personnel services. The focus of the course will be on middle and secondary school settings. Topics will include program organization, procedures, service delivery and program evaluation. *3 credits*

**CN 550 Introduction to Marriage and Family Therapy**

This course will survey the field of family therapy with special emphasis on predominant approaches currently practiced. Major theoretical orientations developed by Minuchin, Haley, Satir, Ackerman, Bowen, Whitaker and other leading theorists will be explored and evaluated from the vantage point of assessment. (Prerequisites: 6 credits to include PY 435, 441, 442 or 446) *3 credits*

**CN 551 Issues Along the Family Life Cycle**

This course will examine normal and dysfunctional family functioning from a systemic and developmental perspective. Commonly encountered issues and problems emerging at different stages of the family life cycle will be studied within both sociological and family interactional contexts. Emphasis will also be placed on the implications of these understandings for therapeutic assessment and intervention. (Prerequisites: 6 credits to include PY 435, 441, 442, OR 446. To be taken either following or concurrently with CN 550) *3 credits*

**CN 552 Intervention in Structural and Strategic Family Therapy**

This course will focus on the models of Minuchin, Haley, MRI and Milan groups moving beyond assessment to therapeutic planning and intervention design. Specific techniques associated with these models will be explored such as reframing, restructuring techniques, and paradoxical interventions. Beginning opportunities are provided for students to act as therapist through role play and other participation-oriented activities. (Prerequisite: CN 550) *3 credits*

**CN 553 Counseling Pre-Practicum**

Introductory course designed to equip the student with the various techniques of interpersonal communication and their application in counseling. The counseling process will be studied from the conceptual viewpoints of the phenomenological, humanistic trend. Major emphasis is on role playing with the use of video tape and one-way mirror observation. (Prerequisites: all basic psychology courses and all 400 level course work) *3 credits*

**CN 554 Group Counseling Pre-Practicum**

Students explore the dynamics of interpersonal relationships in a laboratory setting as participants in a group and observers of a group. Focus is on the identification of the structure of counseling groups and analysis of the dynamics that render them therapeutic. (Prerequisite: CN 553) *3 credits*

**CN 555 Advanced Counseling**

This course is for those working as counselors in a professional setting or who have taken a practicum in Counseling, Advanced Concepts in Counseling. Use of video tape. Permission of department. *3 credits*

**CN 556 Group Counseling Practicum**

This is an advanced laboratory course for counselors, psychologists or mental health workers. Students will further enhance their leadership skills in working with a therapeutic group. (Prerequisites: CN 451, CN 554) *3 credits*

**CN 558A Practicum: Agency Counseling**

Weekly counseling experiences are arranged with the students in agencies. Weekly supervision at the University. Video or audio taping at the site of the practicum is required for supervision. 120 clock hours are required, including 40 direct service hours. *3 credits*

**CN 558S Practicum: School Counseling**

Weekly counseling experiences are arranged with the student in a school setting. Weekly supervision at the University. Video or audio taping at the site of practicum is required for supervision. 120 clock hours are required, including 40 direct service hours. *3 credits*

**CN 559 Practicum in Family Therapy I**

This course provides an initial clinical experience working with families and is designed to meet the American Association for Marriage and Family Therapy's criteria for attaining Associate member status in the organization. The student is expected to provide 5 hours per week of service in the Family Counseling Center plus 10-15 hours per week of service in a community agency offering family therapy treatment and supervision. Approval to take Practicum must be obtained from the Coordinator of the Marriage and Family Therapy program during the semester prior to beginning the Practicum. (Prerequisites: CN 550, CN 552, CN 553)

*3 credits*

**CN 560 Practicum in Family Therapy II**

Continuation of CN 559. (Prerequisite: CN 559)

*3 credits*

**CN 561 Family Intergenerational Relations**

This course will explore in greater depth theory and techniques of family therapy models highlighting multigenerational conceptualizations of problem development and intervention. Focus will be on the models of Bowen, Whitaker, Nagy and the Milan group, but the examination of families in larger social contexts will be introduced. Opportunity for students to experiment with techniques of these practitioners will be provided through role play and other participation-oriented activities. (Prerequisites: CN 550, CN 551, CN 552 or permission of the instructor.)

*3 credits*

**CN 562 Human Sexuality and Sexual Dysfunction**

The course examines issues related to sexuality in human life and treatment of sexual dysfunctions. Issues also include sexual value systems, forms of sexual conduct, and sexuality across the life span. (Prerequisite: CN 550. CN 551 is recommended)

*3 credits*

**CN 563 Psychopathology and Diagnosis of the Family**

Concepts of psychodynamics and psychiatric diagnosis are examined along with family diagnostic procedures. Ways of working with psychopathological families will be explored. (Prerequisites: CN 550, CN 551, CN 553, or permission of instructor)

*3 credits*

**CN 565 Professional/Ethical Issues in Family Therapy**

This course will examine confidentiality, moral questions, ethical codes (including AAMFT and APA), legal issues, referral procedures, consultation, use of diagnostic instruments, interdisciplinary relations, accountability, licensure, private practice. (Prerequisite: Consent of instructor)

*3 credits*

**CN 566 Research in Family Therapy**

Purpose is to develop knowledge of family therapy research trends, design of family therapy studies, methods of evaluation of therapy practices, and skill in evaluation process and outcome research. (Prerequisite: 18 hours in family therapy coursework)

*3 credits*

**CN 568 Special Topics in Family Therapy**

This is an advanced family therapy course designed to address the treatment of particular symptomology within the context of the family. Topics will vary each semester and will be determined primarily by the interests of the class. Examples of possible topics include families with substance abuse, psychosis, psychosomatic behavior and families interfacing with larger systems. Students must be involved with the Practicum/Internship experience concurrently.

*3 credits*

**CN 580 Internship in Family Therapy I**

Internship placement will be in a family therapy setting with a 20 hour per week commitment. Supervision by University faculty and placement supervisor. (Prerequisite: completion of CN 559)

*3 credits*

**CN 581 Internship in Family Therapy II**

Continuation of CN 580.

*3 credits***CN 590 Internship in Counseling**

Interns are supervised within the actual setting in which the student is placed. University faculty make periodic visits to the internship placement. The internship requirement is 450 clock hours and may be fulfilled in one or two semesters. Internship arrangements are made by the student with the assistance of the instructor. (Prerequisite: Permission of department faculty)

*3 credits***CN 595 Independent Study in Counseling**

Students may do individual projects in consultation with an individual faculty member. Proposals are submitted one semester in advance.

*3 credits*

## Religious Education

The program in religious education is structured to give basic scriptural, theological and catechetical foundations to teachers of religion, catechists and directors of religious education.

### Requirements for the Master of Arts

1. Completion of 30 credits in academic areas selected in consultation with an advisor.
2. A thesis that incorporates basic research in the field of religious education.

### Biblical Studies Concentration

This concentration of courses in Old and New Testament is intended to familiarize the student with the biblical methods of higher criticism while providing a hermeneutical approach that serves the needs of religious faith.

### Requirements for the Master of Arts

1. Completion of 30 credits in academic areas selected in consultation with an advisor.
2. A thesis that incorporates basic research in scripture.

## Pastoral Ministry

The purpose of the program concentration in pastoral ministry is to provide academic and experiential preparation for work in several Christian ministries. In addition to course work, supervised internships are available in campus ministry, family ministry, youth ministry, hospital ministry, retreat ministry, prison ministry.



## Counseling in Ministry Concentration

Individuals with a particular interest in developing counseling skills can combine studies in counseling, psychology and religion, with a supervised internship. Students are prepared to serve in religiously oriented settings requiring counseling assistance, e.g., parishes, Catholic schools, youth work, hospitals, elderly care.

## Spiritual Direction Concentration

Those interested in developing skills in spiritual direction combine the following required courses: RE 415, RE 433, RE 434, RE 441, RE 533, with electives from counseling and psychology.

## Youth Ministry Concentration

Four two-credit courses (8 credits) in Youth Ministry may be taken to earn a certificate in youth ministry. These courses become part of a graduate concentration when combined with 22 graduate credits and an internship (3 credits) in youth ministry to complete the requirements for a Master of Arts degree.

## Requirements for the Master of Arts

1. Completion of 30 credits in academic areas selected in consultation with an advisor.
2. Completion of a 3-credit internship and a written research paper which incorporates the specific experience gained from the internship with a personal theological understanding of ministry.

## The Fairfield Plan for Religious Education and Pastoral Ministry

The following is a highly compressed statement that should be read twice, first without reference to the "footnotes" which are, in reality, Fairfield's course offerings, then with attention to them so that you will have a very clear picture of where we stand.

### A. THE STUDENT IS EXPECTED TO UNDERSTAND HIS/HER CHRISTIAN HERITAGE AND ASSUME HIS/HER OWN PERSONAL FAITH POSITION:

1. The student begins with human experience enlightened by scripture, discovering that the biblical authors, reflecting their communities, adapted the original teachings of the prophets and then of Jesus to meet pastoral needs and address newly emerging challenges to faith. In a similar way, the student must personally accept biblical faith, then integrate it with the rhythms of his/her own contemporary lifestyle. (a)
2. The student examines how articulations of faith have undergone development through the centuries, reflecting shifting cultural environments and thought patterns as well as variant forms of language. (b)
3. The student realizes that divine revelation is an ongoing reality in the life of the Christian community and that God is always an active participant in the faith-sharing phenomenon. (c)
4. The student finds that faith is nurtured in the first-hand religious experience which has ever been man's best apologia for the existence of God. (d) Christian faith gives man a vision of hope and a viable alternative to despair.
5. Grounded in faith, the student must plumb the depths of his/her motivations, rigorously assessing his/her desire to share faith so that he/she achieves a healthy measure of self-awareness and has a working grasp of his/her own identity. (e)

6. His/Her moral approach must then lead him/her beyond personal ethics to the needs of the world community. (f)

**B. AS A PROFESSIONAL, THE STUDENT MUST LEARN TO MEET EACH OTHER PERSON:**

7. on his/her own grounds, taking into consideration the ways in which he/she learns best, his/her age, sex, and the social environment in which he/she lives (g)
8. as an individual acknowledging his/her autonomy in a manner commensurate with his/her psychological maturity, whether child or adult. Faith-sharing never violates human autonomy. It sees its primary role as service (h)
9. on a believer-to-believer basis. These believer-to-believer encounters are the microcosmic units that comprise the larger Christian community. (i) These interactions, interpenetrated by God's Spirit, are sacramental. Faith-sharing relationships can and do occur outside the Christian community so that non-Christians also have valid ways of knowing God, ways about which Christians can fruitfully learn.

**C. AS A PERSON OF FAITH, THE STUDENT MUST HAVE EXPERIENCES OF WORSHIP:**

10. in the form of spontaneous prayer.
11. in the form of communal, liturgical prayer when word and sacrament are linked as inseparable correlates. (j)

Religious education in the Christian tradition has always been a person-to-person, sharing experience. Without this element of human encounter, the best ideas and curriculum models do not breathe the life of Christian faith.

Graduate studies in religious education need to be scholarly and academically disciplined, yet they must also allow for the human interchange that is the essential setting for the faith-sharing experience.

**THE FAIRFIELD PLAN**

*RE 416	{	New Testament Theologies
*RE 420	{	Johannine Theology and Present Religious Thought
RE 423(a)	{	Pauline Theology and Religious Thinking Today
*RE 480	{	Biblical Theology and Religious Education
RE 385	{	The Wisdom Literature of Israel
RE 483	{	From Judaism to Christianity
RE 405	{	Contemporary Christian Theology
(b)	{	Current Christological Issues
RE 418	{	The Presence of God in Human Life
RE 422(c)	{	Faith Development in the Family
*RE 434(d)	{	Psychology of Personal Adjustment
ED 441(e)	{	Christian Ethics
RE 429(f)	{	Human Sexuality and the Christian Life
RE 441(g)	{	Ministry to Families
*RE 454	{	Women and Ministry
RE 403(h)	{	Internship in Pastoral Ministry
*RE 575	{	Religious Counseling and Spiritual Direction
RE 433(i)	{	The Church: Varied Patterns of Definition
RE 452	{	Christian Prayer
(j)	{	
RE 415	{	

(\*) Required for Pastoral Ministry Majors

**THE INTERNSHIP:** Students intern in the following ministries: campus ministry, youth ministry, hospital ministry, family ministry, cultural minority ministry, prison ministry. In addition, they may choose to intern in any other ministry in which they can work with a full-time professional who can serve as their supervisor. The supervisor works with the student on a close personal basis giving a weekly oral critique of the student's performance and submitting a final written report. In this capacity the supervisor serves as an agent of the University, receiving a modest stipend for services rendered.

Students intern two days a week for two semesters. Summer interns work a total of 60 days. All interns register for RE 575, which is required over and above the ten courses of the regular program.

The spirit behind the internship is to learn from the best professionals in the country. Students are directed to work with these people in their chosen field of specialization so that they may gain rich experience from on-the-job training.

## Course Descriptions

### RE 403 Women and Ministry

This course studies the relationships between women and the priest/prophetic/educational work of the Church. Sexist patterns and language are investigated as obstacles to spiritual growth. Emphasis is on women in contemporary U.S. culture, and on the meaning of sisterhood in this context. *3 credits*

### RE 405 Contemporary Christian Theology

This study of contemporary theological thinking for teachers and clergy centers on the themes of Christian faith as they are understood in today's terms. Present understandings of sin, grace, ongoing creation, redemption, the person and work of Christ, the Holy Spirit and creation are discussed for use in teaching. *3 credits*

### RE 411 Foundations of Religious Education

The foundational principles of religious education are explored, addressing such practical issues as curriculum design, religious education resources, organizing a program, involving parents and reaching the adult learner. The objective is to acquaint students with the best current thinking about religious education in principle and practice today. *3 credits*

### RE 415 Christian Prayer

The course presents a theology of prayer rooted in both the Old and New Testaments and focused upon the prayer of Jesus as the unifying, life-giving heart of all truly Christian spirituality. The course considers several prayer models as embodied in the women and men whose prayer experiences helped form the great Christian spiritualities. Special attention is given to the spirituality of St. Ignatius Loyola. *3 credits*

### RE 416 New Testament Theologies

This course studies the synoptic gospels as theological adaptations of the original "Jesus teaching." It focuses on the evangelists and the primitive Christian community as sharers and shapers of the Word, addressing the current needs of their hearers. A hermeneutical method is developed, using the tools of higher criticism, in order to appreciate and foster biblical faith. *3 credits*

### RE 418 Current Christological Issues

Contemporary theological thinking about the person of Jesus and his significance for Christianity today is explored. Other topics include: traditional doctrinal statements about the Christ of faith compared with current efforts to recover the historical Jesus; the quest to re-establish the centrality of Christ in Christian catechetical teaching; and problems of the self-awareness of Jesus, his divine and human character. *3 credits*

### RE 420 Johannine Theology and Present Religious Thoughts

This course studies the gospel according to John from the viewpoint of Christian meditation and mysticism. The gospel is understood as a series of liturgical readings originally used by the early Christian community to reflect on Christ in the light of the Jewish tradition. The stress is on the "now" character of the gospel, as a means of living the Christian life. The tools of higher biblical criticism are used to uncover the basic Johannine themes. *3 credits*

### RE 421 Narrative Theology: Images of the Human in the Christian Story

Christians have a story to tell and that story is presently in transition. The course explores recent versions of the Christian story and their implication for our understanding of both the brokenness and healing of human life within the context of an immense and still evolving cosmos. Special attention will be given to creation-centered, feminist and narrative theologies. *3 credits*



**RE 422 The Presence of God in Human Life**

An investigation of the problem of God as formulated in contemporary theology with various efforts at reinterpreting the current God language. Attention is focused on the experiences of God in daily human life. The issues are investigated from within the theological framework of Judeo-Christian thought and for the purposes of spiritual growth. *3 credits*

**RE 423 Pauline Theology and Religious Thinking Today**

Contrasts and similarities between thinking found in the Pauline body of literature and today's approaches to religion and life are examined. Attention is given to such themes as sin, justification, baptism, eucharist and church. Readings from Paul and the commentaries; the Pauline themes and church practices as models of study for the religious educator in his/her presentation of Christianity today are included. *3 credits*

**RE 429 Christian Ethics**

This course studies the fundamental basis for Christian moral teaching and the implications of this teaching for specific moral questions. Topics treated include areas particularly important to ministry: death and dying, sexism, racism, war and selected issues in human sexuality. *3 credits*

**RE 433 Religious Counseling**

This course offers an overview of the processes of psychological and spiritual growth. It lays the foundation for an understanding of what constitutes religious counseling and spiritual direction. Various counseling models are discussed in relationship to religious experience. Individual topics such as obstacles to spiritual growth, prayer, discernment and referrals are treated. *3 credits*

**RE 434 Faith Development in the Family**

The faith history of the individual is studied to see how theological and ethical models may be operative in adult faith. The growth of images of faith is analyzed as it develops within families and interweaves with biological and psychological growth. Current theories of faith development are examined. The practical consequences of faith development theories for religious education are discussed. *3 credits*

**RE 441 Human Sexuality and the Christian Life**

This course considers human sexuality as a complexus of emotional, intellectual and physical reactivities integrated with the Christian life. Starting with an exploration of incarnational theology, the course examines the means and possibilities of love as central to Christian faith. It analyzes the tensions and unities implied in what is generally understood by the terms female and male. Against this theoretical background, practical issues will be examined: sex education, sexism in religious institutions, sex as an enhancement to spiritual growth. The objective is to assist religious educators to develop clear Christian positions that incorporate the general cultural interest in sexuality. *3 credits*

**RE 452 The Church: Varied Patterns of Definition**

The Church is studied in the various ways in which it is experienced by the faithful. The course examines the Church as currently understood, influenced by Vatican II, and responding to the contemporary challenges directed towards her. The historical roots of the Church are traced from scripture and doctrinal development to show how current understandings are reached. *3 credits*

**RE 454 Ministry to Families**

This is a study of the theory and techniques of family-centered catechetics for parishes. Several family-centered models are discussed along with practical outlines for implementation. Particular attention is given to the structures of American Catholic families and their emerging relationships within parish life. The course is intended for all who are working professionally or as volunteers in parish religious education and schools. *3 credits*

### **RE 480 Biblical Theology and Religious Education**

The interrelationships and evolutions of ideas about both God and man are traced from the Old through the New Testament. Topics include the rich legacy of the faith of Israel couched in psalm, poetry, epic and myth revealing such bed rock concepts as covenant, messianism, redemption, transcendence, spirit and prophetic charisma. The effort will be to "translate" fundamental biblical notions into intelligible and fruitful ideas for contemporary faith. *3 credits*

### **RE 483 From Judaism to Christianity**

A study of the prevailing currents of religious thought in the intertestamental period using biblical and extra-biblical sources. The course traces the transformation of the belief system of late Second Temple Judaism into the Hellenized world of early Christianity. Old Testament apocalyptic and wisdom writings as well as the New Testament gospels, especially Mark, constitute the main texts for study. *3 credits*

### **RE 533 Approaches to Religious Counseling and Spiritual Direction**

The course provides students with the skills and techniques needed to facilitate the counseling and direction process. Models for counseling in a religious context and for spiritual direction will be explored as well as relevant issues. (Prerequisite: RE 433) *3 credits*

### **RE 575 Internship in Pastoral Ministry**

Internship students select the area of ministry for which they want to prepare. Then with the approval of the director of the program, they select a professional worker in that field, a person of broad experience who is a full-time salaried employee in the area of ministry chosen by the student. This professional worker agrees to help train the intern and provides consultation services. If the student so chooses, this salaried professional may be obtained directly through the efforts of the pastoral program. Students work along with this professional keeping a written journal of their observations and reflections. These become the research paper, the final requirement for the Master of Arts degree. *3 credits*

## **School and Applied Psychology**

Psychology has made, and continues to make, significant contributions to the quality of life in our changing society. These contributions are observed in such areas as enhanced self-understanding, the improvement of child-parent relationships, increased effectiveness at work, reduction of personality dysfunction, and release of energies to utilize the human potential. In view of these developments in psychology, students may choose from one of several sequences of study. They may pursue a specialist preparation in school psychology; they may elect a program of study in psychology that finds applications in human services and the promotion of work productivity; they may select courses that enrich competencies required in community work; they may strengthen their competence in psychology in preparation for further graduate study.





To supplement coursework, the faculty have established working relationships with the settings where psychological skills are applied. These settings include schools, child and family mental health services, and human resource programs in the private sector. These relationships provide for a continuing infusion of real life experience into the academic coursework.

The **school psychology** program subscribes to the philosophy that students should be broadly educated and trained for a profession that serves people. In order to further the understanding of the complexities of human behavior, there must be an adequate grounding in concepts drawn from psychological science as well as a familiarity with the social and biological conditions that are basic to normal and deviant human development. The program provides for study of a range of conceptual understandings and encourages students to develop insights and conclusions derived from their evaluation of these diverse approaches. Self-examination is encouraged throughout these interactions.

Coursework encompasses the processes of healthy psychological development, interferences in such development, and interventive procedures intended to create a more favorable environment for learning and for improvement of the child's functioning.

The specific school psychology curriculum meets Connecticut Certification requirements and permits the student to earn a Master's degree and to complete nearly all requirements for a sixth year Certificate of Advanced Study.

The Master of Arts program in **applied psychology** offers courses in psychology, combined with selected courses from other programs and schools of the University. The intent is to develop an individualized program to help prepare students to deal with a range of human problems and interactions in business, industry and the public sector. Typically, the formal educational experiences are supplemented by subsequent training in a work setting.

A somewhat different program is available to students seeking a Master's degree with a concentration in psychology. Some of these students wish to strengthen their academic background before pursuing doctoral studies in psychology at another institution. A personalized program of studies may be arranged in consultation with the faculty.





## Applied Psychology

Requirements for the **Master of Arts** degree are based on the student's undergraduate preparation in psychology and career goals.

1. Completion of 30 credits of approved courses, of which 18 credits must be in psychology.
2. Comprehensive Examination.

## School Psychology Program

Connecticut standards for certification in school psychology do not require teacher preparation or teaching experience. These standards require the completion of a minimum of 45 credits of graduate study before beginning the mandated full year of internship for which six additional credits are granted. Fairfield University's course of graduate study requires the completion of 51 credits, which includes six credits for field work in a school and clinical setting, respectively, before beginning the year-long six credit internship. A total of 57 credits is earned for recommendation for the award of the provisional certificate in School Psychology. However, in the case of those students who have completed undergraduate or graduate courses prior to application to the program, which are comparable to required elementary or intermediate courses of the program, a waiver of certain of these course requirements may be granted.

Interviews with two full-time faculty are required for admission to the program. These interviews are intended to clarify the prospective student's understanding of the program, and to anticipate the outlook for the applicant's success. Recognition is given to the applicant's previous education and life experiences. Recommendations may be made for improvement in specific areas.

The planning of the sequence of courses is conducted with a faculty advisor. On completion of the prescribed program of study and the recommendation of the School, students qualify for a two-year special provisional certificate in school psychology. This certificate permits them to arrange for a year's internship of 180 days in a

school year, spent in a school setting, or divided equally between a school and a clinical setting. Consideration may be extended to permit a student to spend one school term in each of two successive school years in internship to satisfy the requirement. On satisfactory completion of the internship, the student is awarded a provisional certificate in school psychology.

## Course of Study

1. Required courses without prerequisites
 

ED 429	Philosophical Foundations of Education
PY 430	Issues in Professional Practice
PY 433	Behavioral Statistics
PY 441	Psychology of Personal Adjustment
PY 446	Developmental Psychology I: Childhood and Adolescence
SO 412	Contemporary Social & Cultural Issues
SE 413	Introduction to Learning Disabilities
PY 434	Applied Theories of Learning
PY 435	Psychology of Personality
PY 548	Psychotherapeutic Interventions in Schools
2. Required courses with prerequisites
 

PY 536	Educational and Psychological Testing
PY 538	Educational Psychological Assessment I
PY 539	Educational Psychological Assessment II
PY 540	Projective Techniques I
PY 541	Projective Techniques II
PY 576	Field Work in Child Study I
PY 577	Field Work in Child Study II
PY 598	Internship in School Psychology I
PY 599	Internship in School Psychology II

3. Electives (Consult course descriptions for prerequisites)

CN 432	Environmental and Community Studies
PY 442	Abnormal Psychology
PY 449	Clinical-Child Neuropsychology
PY 450	Theories of Child Psychotherapy
PY 471	Effective Interviewing
PY 530	Behavior Therapy
PY 535	The School Psychologist as Consultant
PY 542	Rorschach Techniques I
PY 543	Rorschach Techniques II
PY 549	Neuropsychological Assessment of Children
PY 571	Research in Psychology
PY 575	Short-term Psychotherapy

Students in the school psychology program are expected to satisfy the requirements for the **M.A. degree**, provided they have not already received the degree. These requirements include completion of the course, Philosophical Foundations of Education, and the passing of the comprehensive examination. On completion of 33 credits of graduate study (including transfer credits, if approved by the Dean), the student is then eligible to receive an M.A. degree. The balance of credits required in the program may be applied to the **Certificate of Advanced Study**.

In view of the essential responsibility of the program to assure protection of the healthy development of children and other individuals served by school psychologists, the faculty reserves the right to discontinue in the program those students whose academic performance in advanced courses is marginal, those who perform poorly on the comprehensive examination, or whose behavior characteristics are inappropriate. Such students may be denied recommendation for certification.

Students who intend to meet requirements for the **standard** certification in Connecticut are required to complete three years of satisfactory experience after receipt of the provisional certificate as well as 15 credits of further study required in each of these three areas: (1) family relationships and sociological factors; (2) research; (3) related disciplines, e.g., speech pathology, language development, special education, community resources. Six credits may be earned in study of elective subjects. In the process of completing requirements for a standard certificate, a Certificate of Advanced Study is awarded.



# Course Descriptions

## **PY 409 Introduction to Human Neuropsychology**

This course presents a history of brain-behavior relationships; overview of defectology; and psychological approaches to assessment: Halstead-Reitan, Luria. *3 credits*

## **PY 420 Introduction to Industrial/Organizational Psychology**

This course is an introduction to the application of psychological concepts, principles and methods to process issues and problems in the work environment. Topics include: personnel selection, training and development, work motivation, job satisfaction and effectiveness, work design and organizational theory. *3 credits*

## **PY 430 Issues in Professional Practice**

The student receives an introduction to the practice of school psychology, the mental health role of the school psychologist, the processes of assessment and intervention, the practice of consultation, and communication with parents and the community. On-site visits to school psychologists are included. *3 credits*

## **PY 433 Behavioral Statistics**

This course is a study of elementary descriptive and inferential statistics with emphasis on applications in the behavioral sciences. Topics studied include measures of central tendency, variability, normal distributions, z and t scores, and statistical tests of significance. *3 credits*

## **PY 434 Applied Theories of Learning**

This course presents the major learning theories as they relate to issues in psychological development (behavioral, emotional and psychoeducational) within the school and home setting. *3 credits*

## **PY 435 Psychology of Personality**

A comprehensive approach to an understanding of personality formation through a survey of viewpoints of leading theorists such as, Freud, Jung, Adler, Horney, Sullivan, Allport, Maslow and others, is presented. *3 credits*

## **PY 441 Psychology of Personal Adjustment**

This offers a study of the process of adjustment of normal individuals; identification of abnormal adjustment reactions; applications of mental health principles to school, family and community settings. *3 credits*

## **PY 442 Abnormal Psychology**

The course covers a wide range of psychopathological conditions, the symptoms and dynamics involved, their etiologies, with special emphasis on child pathology. *3 credits*

## **PY 446 Developmental Psychology I: Childhood and Adolescence**

The course studies the processes of human development from birth through adolescence. Stages of physical growth are detailed. Family life, sub-cultural factors, and school experience are evaluated for their effect on personality. Drug abuse and psychological disorders are identified. The clarification of self and preparation for the world of work are traced. *3 credits*

## **PY 447 Developmental Psychology II: Adulthood and Aging**

An intensive examination is undertaken of the processes of human development from young adulthood through old age with an emphasis on middle adulthood. The characteristics of each of the stages along with the major issues of each are studied in the light of the person's past and future. *3 credits*

## **PY 449 Introduction to Clinical-Child Neuropsychology**

This course provides a beginning understanding of the relationship between brain dysfunctions and disordered learning and emotions. *3 credits*



**PY 450 Theories of Child Psychotherapy**

This course offers an introduction to the major models of individual and group child psychotherapies. Emphasis is placed upon the theoretical bases, research support and differential value of current treatment modalities. Attention is paid to specific child psychotherapies such as play therapy, behavior therapy, parent training, chemotherapy and family therapy. Participants are exposed to a variety of actual case materials for demonstration. The ethics, rights and confidentiality of child evaluation and treatment are reviewed. *3 credits*

**PY 471 Effective Interviewing**

This course is designed to offer training to individuals whose work requires a high level of skill in communication. The emphasis is on defining the goals of the interview, on the best means for achieving these goals, on attending to overt and covert language and non-language messages, and on dealing with the emotional dimensions of the interview. *3 credits*

**PY 490 Neuropsychology of Language Pathology**

Normal language development and child language pathology are studied, including language dysfunction and appropriate assessment procedures; motor-expressive and sensory-perceptual disorders (semantic, phonemic, etc.) *3 credits*

**PY 530 Behavior Therapy**

This is a one-semester, introductory course on behavior therapies: their origins, assumptions, learning theories and techniques. The focus will be on respondent and operant therapies, but will also integrate some of the recent methodologies such as rational-emotive and cognitive therapies. (Prerequisites: PY 441 or PY 442) *3 credits*

**PY 535 Designing Development and Training Programs**

This course addresses the skills, concerns and issues of prospective trainers, training specialists, or personnel generalists in business or industries. The primary focus of the course will be upon development and training programs for administrative professionals and management employees. Course assignments will provide for industrialization and tailoring of course content to participant needs and work environment. *3 credits*

**PY 536 Educational and Psychological Testing**

This course examines concepts and principles of educational and psychological testing and encompassing purposes, characteristics and types of test, administration, scoring and interpretation of test results. Emphasis is on aptitude, interest and achievement testing. (Prerequisite: PY 433) *3 credits*

**PY 538 Educational and Psychological Assessment I**

Introduction to the background and principles of individual assessment techniques are presented. Special problems of psychodiagnostic testing of minority group children are considered, with major emphasis placed on the administration, interpretation and reporting of the Wechsler Scales. (Prerequisites: PY 536, PY 441, PY 446) *3 credits*

**PY 539 Educational and Psychological Assessment II**

The integrated use of psychodiagnostic tests in case study. Demonstration and practice in the Binet, I.T.P.A., McCarthy Developmental Scales, Bender-Gestalt, Goodenough Drawing, WRAT, SOMPA and related instruments, designed to assess intellectual, perceptual and psychoeducational function. (Prerequisite: PY 538) *3 credits*

**PY 540 Projective Techniques I**

This course is intended to give an appreciation of the nature and purpose of projective instruments, and to sensitize the student to careful and systematic observation of clients. The Bender-Gestalt Test, projective drawings and sentence completion test are among the instruments studied. (Prerequisites: PY 435, PY 538)

*3 credits*

**PY 541 Projective Techniques II**

This is an advanced course which prepares students for administration, scoring and interpretation of selected thematic tests. (Prerequisite: PY 540)

*3 credits*

**PY 542 Rorschach Techniques I**

This is an advanced course providing training in the administration, scoring, interpretation, and report writing of the Rorschach techniques. Both semesters of Rorschach courses required to fulfill standards of adequate professional practices. (Prerequisites: PY 540, PY 541)

*3 credits*

**PY 543 Rorschach Techniques II**

This course is intended not only to equip students for adequate administration and scoring but also to prepare them for making valid independent interpretations of the Rorschach technique and to write integrated psychological reports. (Prerequisite: PY 542)

*3 credits*

**PY 548 Psychotherapeutic Interventions in Schools**

This course is intended to provide school psychology, school counselor and social work students a first exposure to psychotherapeutic procedures. Of particular concern are the purposes and rationale for such interventions, selection of appropriate methodologies, ethical considerations, and practice skills.

*3 credits*

**PY 549 Neuropsychological Assessment of Children**

This course offers an evaluation of symptoms and developmental history, interpretation of developmental, systems, cognitive and educational tests as to level and qualitative information leading to a treatment plan. (Prerequisite: permission of the instructor)

*3 credits*

**PY 571 Research in Psychology**

This course focuses on applied human research, aims to encourage students to pose relevant research questions that may be resolved through scientific methods, to acquaint students with research designs, to enable students to become informed consumers of research reports by evaluating the bases for conclusions reached, and to stimulate interest in doing research.

*3 credits*

**PY 575 Short-Term Psychotherapy**

This course is designed for professional workers, including psychologists and social workers in agencies, institutions, schools or (if qualified) private practice. Short-term therapeutic procedures and limited goals are stressed. Each participant comes prepared to report on client contacts on an ongoing basis. For advanced students by permission of instructor.

*3 credits*

**PY 576 Field Work in Child Study I**

Field work is done in the evaluation of intelligence and adjustment status of students in school settings. Assistance is given in arrangement for the field placement; weekly seminar attendance is required; and 20 days of on-site experience, over a period of weeks, are required. (Prerequisites: PY 538, PY 540, successful completion of the comprehensive examination)

*3 credits*

**PY 577 Field Work in Child Study II**

This course offers field work in the evaluation of children in a child service agency or mental health clinic. Assistance in placement is arranged; weekly seminar attendance is required; and 20 days of on-site experience, distributed over a period of weeks, are required. (Prerequisites: PY 576; completion of or concurrent enrollment in PY 539 and PY 541)

*3 credits*

**PY 598 Internship in School Psychology I**

The course offers semester experience of 90 days in school or clinical setting under joint supervision of faculty and school/agency psychologist. (Prerequisite: completion of all coursework for special provisional certification in school psychology)

*3 credits*

**PY 599 Internship in School Psychology II**

A second semester of 90 days in school or clinical setting is offered in this course. (Note: certification requires a minimum of 90 days in school experience.) Supervision by faculty and school/agency psychologist. (Prerequisite: completion of PY 598) *3 credits*

**SO 412 Contemporary Social and Cultural Issues**

A survey of recent changes in family living and opportunities for women and minorities in education and work is conducted. The impact of legal protection for these groups is evaluated. Study of the effect of technological advances on work patterns, the preservation of peace, and the domestic economy, and programs for the protection of the quality of the environment are included. *3 credits*

## Special Education

The primary objective of the program in special education is the training of teachers to serve the needs of exceptional children requiring specialized educational and/or behavioral management approaches to facilitate the reaching of their maximum earning potential.

The program provides the courses required for State certification in the teaching of handicapped children and offers a unique bilingual option. The program also offers courses in teaching the gifted and talented child.





# Requirements for the Master of Arts and the Certificate of Advanced Study

## Special Education

The Master's degree and Certificate of Advanced Study programs in special education are individually planned according to each student's needs, interests and background. The programs require 33 credits and 30 credits, respectively.

On the Master's level the student is required to take 24 credits in special education including Seminar (SE 599). ED 429 is a general requirement for all Master's candidates. A comprehensive examination is required and six credits of elective courses are permitted.

In addition to the individually designed program, candidates for the C.A.S are required to take SE 540 (C.A.S Practicum) and ED 534, Theories of Learning. A C.A.S major in special education requires a minimum of 18 credits within the program, and six credits of elective courses with approval are permitted.

## Bilingual Special Education

Applicants must demonstrate proficiency in English and one other language.

A program of studies is individually planned for each student and normally requires 39 credits. The following represent the required courses. At the discretion of the Coordinator some courses may be substituted.

For full descriptions of courses please refer to the Teaching and Foundations section for ED courses and to Special Education for SE courses.

SE 413	Introduction to Learning Disabilities
SE 561	Diagnostic Procedures in Special Education
ED 431	Testing and Assessment—Bilingual/ESOL
ED 461	Reading and Writing in the Bilingual/ESOL Classroom

SE 432	Management Techniques in Special Education
ED 423	Principles of Bilingualism
SE 535	Clinical Teaching I
SE 536	Clinical Teaching II
ED 426	Methods and Curriculum—Bilingual Education
ED 409	Workshop in Transculturation—Socio-Educational Issues
SE 403	Issues and Problems in Special Education
SE 591 and SE 592	Practica

## Certification Requirements

The following represent the current State requirements for certification as a Teacher of Handicapped Children.

To receive a provisional certificate endorsed for special education, an applicant must present evidence of meeting general and specific basic requirements as mandated by the State Department of Education. Programs for certification will be specified on an individualized basis in a series of meetings with the candidate's advisor.

The certification program in special education at Fairfield University is sequentially organized across categories. This format provides a frame of reference for the evaluation of learning strengths and weaknesses of each child. This evaluation of perceptual, language and cognitive functioning is used as the basis for deriving a prescriptive curriculum for the handicapped child.

The planned program in special education is presented according to the format of the State certification law for preparation and includes courses in the following areas:

### 1. Psychoeducational Theory and Development of Handicapped Children

Developmental growth from infancy to adulthood is a baseline against which handicapped children are viewed.

**2. Diagnosis of Handicapped Children**

Students possessing developmental information can view each handicapped child against this background and thereby assess developmental strengths and weaknesses.

**3. Program Planning and Education of Handicapped Children**

Survey, analysis and evaluation of programs available for handicapped children. Theory, development, diagnostic procedures, curricula and methods will be used as the baseline for comparison.

**4. Curriculum and Methods of Teaching Handicapped Children**

The teaching process, although based upon sound diagnosis and expert knowledge of developmental sequences of remedial education, must deal with each child's unique ways of functioning. The teacher cannot proceed without knowledge of the child's style of learning, tolerance for anxiety, span of attention, pace of information processing, capacity for organization, capacity for relationships and momentary motivational states.

Opportunity is provided within the special education program for teachers to be exposed to such variables. The teacher is expected to learn to observe children, to understand them and to modify theoretical programs to fit the child variables. The teacher is expected to be able to shift gears, to shift areas and to utilize several alternative approaches to the same end goal.

**5. Practica**

The practica are designed to give students opportunities to engage in actual teaching situations under supervision by University, school and agency personnel. They provide situations in which to observe and evaluate the ability of the students to translate classroom learning into effective teaching.

Practicum requirements are settled individually in meetings with faculty advisors.

**6. Special education course planning will be in concert with the student's advisor.****Gifted and Talented Program**

For course descriptions, see page 64 in the Division of Administration, Teaching and Technology.

# Course Descriptions

**SE 403 Issues and Problems in Special Education**

This course is designed to introduce special education and other related service majors to a variety of complex issues and problems in special education. Emphasis will be placed on themes such as: labeling of children and youth, mainstreaming, programming for instruction, de-institutionalization, parent-school involvement, early identification, the learning process and the changing role of special education.

*3 credits*

**SE 409 Introduction to Human Neuropsychology**

The course includes history of brain-behavior relationships; overview of defectology; and psychological approaches to assessment: Halstead-Reitan, Luria.

*3 credits*

**SE 411 Introduction to Mental Retardation**

This course is designed to develop an understanding and working knowledge of mental retardation. The emphasis is on the definitional, medical, psychosocial and educational issues that affect the lives of people who have been diagnosed as being mentally retarded.

*3 credits*

**SE 413 Introduction to Learning Disabilities**

This course introduces learning disabilities by providing a history, a definition and a review of research. A conceptual model is introduced with supporting developmental rationale for inclusion.

*3 credits*

**SE 417 Introduction to the Emotionally Disturbed Child**

This course introduces emotional disturbance in children by comparing normal and atypical patterns of personality growth from infancy through adolescence.

*3 credits*

**SE 432 Management Techniques in Special Education**

This course is designed to offer training in techniques for improving the academic and social behavior of students with behavior problems. Content will include such topics as: behavioral observation and analysis, task analysis, intervention strategies and measuring and recording behavior change. This course is available to all students who work with people to affect behavioral change.

*3 credits*

**SE 436 Administration of Educational Tests**

This course is designed to include selection, administration, scoring and interpretation of individually administered educational achievement and diagnostic instruments.

*3 credits*

**SE 440 The Learning Disabled Adolescent in the Secondary School**

The course will present models and instructional strategies for the delivery of educational services to the learning disabled students in the junior and senior high schools. Emphasis will be placed on support to content area subject matter, organizational techniques and interdepartmental communication and cooperation.

*3 credits*

**SE 441 Parents and Families of Disabled Individuals**

This course is designed to introduce students to the dynamic family network of disabled persons. Emphasis is on the psychosocial stages of family structure and systemic interaction. Family systems theories, their clinical applications, the grief process, family coping strategies and significant professional issues for family therapists, counselors, special educators, psychologists, nurses and other human service personnel will be explored.

*3 credits*

**SE 442 Intervention Strategies for Working with Families of the Disabled**

Training for students who work with family members of disabled persons is the focus of this course. Interview techniques, intervention strategies for effective communication and change are highlighted. Illustrative clinical cases are presented.

*3 credits*

**SE 449 Introduction to Clinical-Child Neuropsychology**

This course provides a beginning understanding of the relationship between brain dysfunction and disordered learning and emotions.

*3 credits*

**SE 450 Dyslexia**

This course introduces the student to the neuropsychology of reading and brain dysfunction associated with dyslexia. Research related to dyslexia is discussed in the areas of developmental delay, traumatic brain injury and electrophysiological studies. Differentiation of types of dyslexia is undertaken along with assessment procedures. Intervention approaches are reviewed based upon neuropsychological theory and assessment information.

*3 credits*

**SE 459 Developmental Reading: Implications for Special Education**

This course is designed to present basic approaches to the teaching of reading. Special attention will be extended to the correlation of individual learning styles of special education students with appropriate reading goals, strategies and tactics.

*3 credits*

**SE 490 Neuropsychology of Language Pathology**

This course deals with normal language development in children, deviant language functioning and assessment of language pathology.

*3 credits*



### SE 492 Neuropsychology of Impaired Learning

This course deals with neuropsychological research theories relevant to information processing and learning. Normal and impaired learning are highlighted. *3 credits*

### SE 500 Independent Study in Special Education

The course provides the opportunity to advanced students to pursue their interest in diverse aspects of special education under the guidance of a faculty member. (Prerequisite: permission of the instructor) *3 credits*

### SE 535 and 536 Clinical Teaching I and II

A six-credit sequence required of all certification candidates. The broad purpose of the two courses is to develop clinical teaching skills based upon diagnostic and observational information viewed within the concept of a learning model. The approach will be noncategorical in nature and will explore such topics as identification of learning needs and goals; determination of educational content; selection and organization of materials and selection of educational environments. (Prerequisites: SE 413, SE 561) *3 credits*

### SE 537 Curriculum and Methods in Mental Retardation

Curricula and methods currently in use with mentally retarded students are presented. The school years will be treated specifically as they affect mildly and moderately mentally retarded students' ability to be learners. (Prerequisite: SE 411) *3 credits*

### SE 540 C.A.S. Practicum

Candidates will complete a project involving field work and/or research in special education. This course cannot be used to fulfill certification requirements. (Prerequisite: permission of the instructor) *3 credits*

### SE 549 Neuropsychological Assessment of Children

This course examines evaluation of symptoms and developmental history; and interpretation of developmental, systems, cognitive and educational tests as to level and qualitative information leading to a treatment plan. (Prerequisite: permission of the instructor) *3 credits*

### SE 552 Workshop in Special Education

Psychological and educational procedures relevant to the diagnosis of the child who is exceptional will be considered. Diagnostic profiles will be interpreted in terms of developmental and remedial educational techniques. (Prerequisites: SE 413, SE 535, SE 561, SE 536) *6 credits*

### SE 561 Diagnostic Procedures in Special Education

Evaluation of the learning abilities of exceptional children using formal and informal approaches. (Prerequisite or concurrent: SE 413) *3 credits*

### SE 585-586 Internship in Special Education

These are two three-credit courses each involving one full semester of full-time teaching experience with exceptional children. They fulfill all student teaching requirements for Connecticut state certification in special education when the student spends one full year (two semesters) in this position. Arrangement of internship is made by University faculty; supervision is by University faculty and school system; seminar attendance is required. (Prerequisite: permission of the practica coordinator) *3 credits each course; total 6 credits*

### SE 591-592 Practica in Special Education

These two three-credit courses each involve an effective teaching experience with at least two different exceptional populations and/or different special education settings. Each student is required to complete an eight-week teaching experience with a full semester of seminar for each course. Arrangement of practica is made by University faculty; supervision is by University faculty and school system; seminar attendance is required. (Prerequisite: permission of the practica coordinator) *3 credits each course; total 6 credits*

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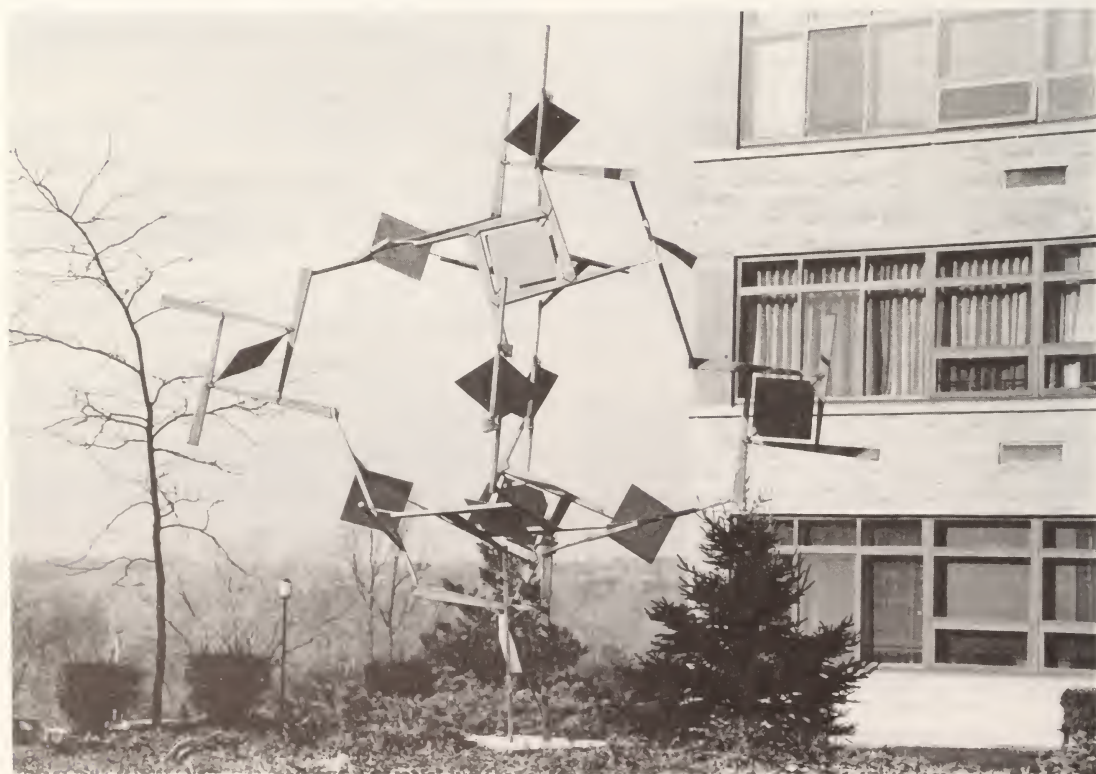
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*Dean*

##### **William J. Garrity, Jr., Ph.D.,**

*Associate Dean*





# SCHOOL OF BUSINESS

## Master of Science in Financial Management

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# School of Business Master of Science in Financial Management

## Calendar 1987-88

Classes are offered on Tuesday, Wednesday and Thursday evenings and Saturday mornings and afternoons to accommodate those in the program working full-time.

### FALL SEMESTER 1987

September 4 . . . . .	Registration deadline (by mail)
September 8 . . . . .	Tuesday classes begin
September 9 . . . . .	Wednesday classes begin
September 10 . . . . .	Thursday classes begin
September 12 . . . . .	Saturday classes begin
November 24-28 . . . . .	Thanksgiving Recess
December 15 . . . . .	Tuesday classes end
December 16 . . . . .	Wednesday classes end
December 17 . . . . .	Thursday classes end
December 19 . . . . .	Saturday classes end

### SPRING SEMESTER 1988

January 15 . . . . .	Registration deadline (by mail)
January 19 . . . . .	Tuesday classes begin
January 20 . . . . .	Wednesday classes begin
January 21 . . . . .	Thursday classes begin
January 23 . . . . .	Saturday classes begin
March 8-12 . . . . .	Spring Recess
March 29-April 2 . . . . .	Easter Recess
May 3 . . . . .	Tuesday classes end
May 4 . . . . .	Wednesday classes end
May 5 . . . . .	Thursday classes end
May 7 . . . . .	Saturday classes end
May 22 . . . . .	Commencement

### SUMMER SESSION 1988

To be scheduled



## A Message from the Dean



The Master of Science in Financial Management program in the School of Business at Fairfield University has the objective of providing qualified, mature individuals with an opportunity to establish or to strengthen their managerial competency in the area of corporate financial management. The program is designed to meet the needs of the corporate community for middle-management personnel by providing a broad understanding of the role of financial management in the corporate environment. It provides specific training in the techniques appropriate to this particular management function.

The program, therefore, takes as its focus the corporation, its objectives and strategies. Although not designed to prepare individuals for careers in the financial markets and institutions per se, the program is of value to those engaged in those activities. Those entering the specific field of financial management, as well as those already employed in the field, will benefit.

The Committee on Graduate Admissions seeks a balance among those enrolled in the program

between students holding undergraduate degrees in business and those whose degrees were earned in other areas. The essential quality for admission is evidence of academic achievement and a strong interest in a career in financial management.

The Certificate Program for Advanced Study in Finance is offered to provide an opportunity for qualified professionals to enhance their competency and update their skills in the area of corporate financial management. The program, available to those with a Master of Business Administration degree or a Master of Science degree in a business specialty, is designed to provide a complete integration to the theory and practice of contemporary corporate finance.

We welcome your interest in either of these two programs.

R. Keith Martin  
Dean

## The School

**The School of Business** is the most recent of Fairfield's colleges. As the reputation for the former Department of Business Administration grew, the number of students and the diversity of course offerings became so extensive that, in 1978, the University founded a separate School of Business. There are now 1,000 full-time undergraduate students in the School.

The status of Fairfield County as the fastest-growing corporate headquarters area in the United States—a strong stimulus to ambitious young people with business career goals—was an added impetus to the founding of the School of Business. This concentration of corporate activity continues to provide students with an external environment that is supportive of their educational pursuits.

A further impetus was the establishment on campus of the Center for Financial Studies, a conference center for management education. A principal user of the Center is the National Council of Savings Institutions. Fairfield University, through its Management Training Institute, has the opportunity for substantial use of the center, which also provides the School of Business with an outstanding facility for presenting a variety of executive-level programs and seminars.

In January 1981, in response to a stated need by the business community within the Fairfield area, the School of Business began its Master of Science in Financial Management program.

## Admission Criteria

Students who hold a Bachelor's degree in any field from an accredited college or university and who have demonstrated their ability or potential to do high quality academic work are encouraged to apply.

Consistent with normal requirements of the American Assembly of Collegiate Schools of Business, the criteria for admission to the program will be an appropriate undergraduate grade point average and an appropriate score on the Graduate Management Admission Test (GMAT).

The formula score for admissions is, generally, 1100, arrived at by multiplying the applicant's grade point average by 200 and adding that product to the GMAT score. As a practical matter, this will mean in most cases an undergraduate grade point average of at least 3.0.

In addition, the admission process will require complete official transcripts of all undergraduate work, two letters of recommendation and a self-evaluation of work experience. A Committee on Graduate Admissions will review all applications and select those who will be accepted into the program.

## Admission Procedure

The following items must be on file with the Committee on Graduate Admissions of the School of Business before an applicant may be considered for admission.

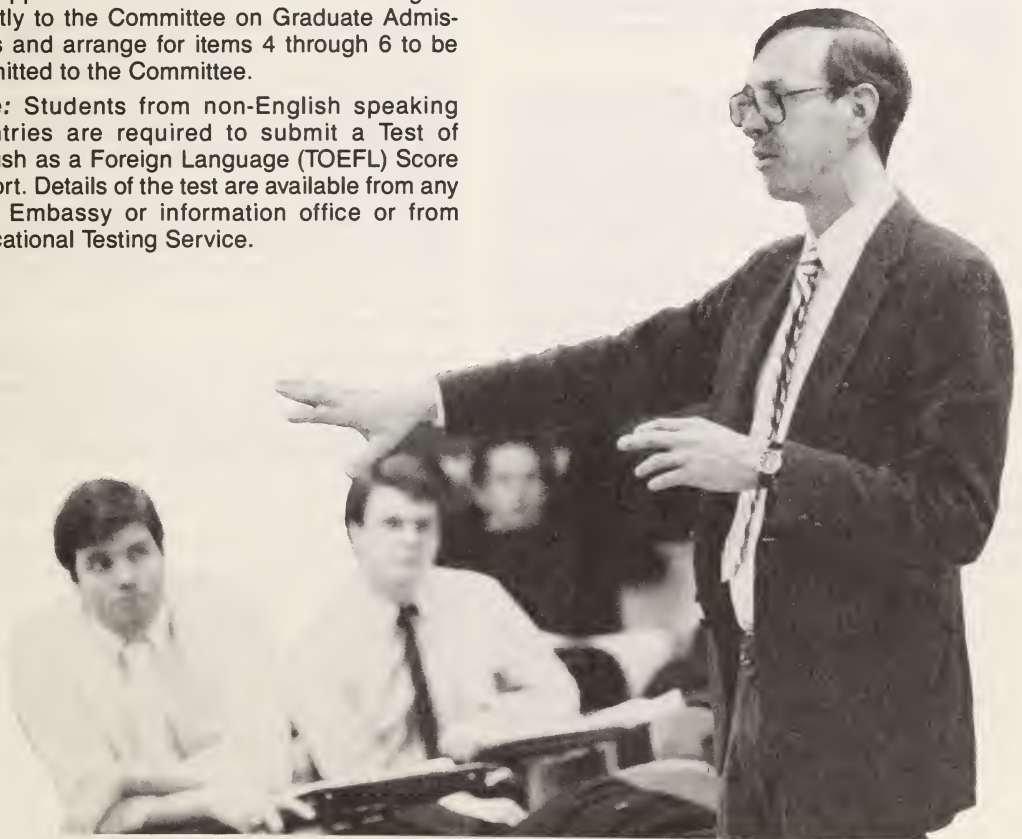
- 1) a completed Application for Admission form
- 2) a \$25 application fee payable to Fairfield University
- 3) a statement of self-evaluation of work experience or career objectives
- 4) an official copy of transcripts of all previous college or university work
- 5) completed recommendation forms from two references (one recommendation normally should be from a faculty member and one from a present or former employer)
- 6) a score for the Graduate Management Admission Test

The applicant should submit items 1 through 3 directly to the Committee on Graduate Admissions and arrange for items 4 through 6 to be submitted to the Committee.

**Note:** Students from non-English speaking countries are required to submit a Test of English as a Foreign Language (TOEFL) Score Report. Details of the test are available from any U.S. Embassy or information office or from Educational Testing Service.

## The Graduate Management Admission Test

The Graduate Management Admission Test (GMAT), offered by Educational Testing Service (Box 966-R, Princeton, NJ 08541), is a test of aptitude rather than a test of business knowledge per se. The test, offered four times each year, examines candidates in two areas, verbal and quantitative. A score is earned in each area and the scores are added together for a total GMAT score which ranges between 200 and 800. The actual required score for admission of an individual candidate into the program depends upon the cumulative grade point average earned in undergraduate work.





## Tuition and Fees

The schedule of tuition and fees follows:

Application for admission (not refundable) . . . . .	\$ 25.00
Registration, per semester . . . . .	15.00
Tuition per semester hour . . . . .	215.00
Computer Lab Fee . . . . .	20.00
Late registration (Additional) . . . . .	25.00
Change in individual course . . . . .	10.00
Deferred Examination . . . . .	10.00
Qualifying Examination . . . . .	25.00
Transcript . . . . .	2.00
Commencement Fee (Required for all degree recipients) . . . . .	50.00

Tuition and fees are payable at registration.

During the Fall and Spring semesters, students deemed eligible may extend payment on their tuition as follows:

*For students taking less than six credits—* at the time of registration the student pays one-half of the total tuition due plus all fees and signs a promissory note for the remaining tuition balance. The promissory note payment due date varies according to each semester.

*For students taking six credits or more—* at the time of registration, the student pays one-fourth of the total tuition due plus all fees (including a processing fee) and signs a promissory note to pay the remaining balance in three consecutive monthly installments. The promissory note payment due dates vary according to the semester.

Failure to honor the above notes in any way will affect the student's future registration with deferred payment.

The trustees of the University reserve the right to change tuition rates and to make additional charges whenever they believe it to be necessary. A service charge of 1% on the unpaid balance may be made monthly on any balances remaining.

All checks are to be made payable to Fairfield University. Any unusual arrangements, e.g., company reimbursement, Veterans Administration payments and government payments, must be made prior to registration.

Students must pay all tuition and fees on the day of registration, even if they are eligible for company reimbursement. The only exception will be if a student has a letter from a company stating that the company will pay Fairfield University directly for the course(s). Letters from companies stating that they will reimburse the student or the University upon satisfactory completion of the course cannot be accepted as a reason for deferring the payment of tuition and fees.

Foreign students who are admitted must make known to the University the source of their financial support for their University education. They will be expected to make payment of a full year's tuition, fees, and room and board before their certificate of eligibility (Form I-20A) is issued.

Student accident and health insurance coverage is available to full-time graduate students. For further insurance information, students should contact the Dean of Students, Loyola Hall, Room 100.

No degree will be conferred and no transcripts will be issued for any student until all financial obligations to the University have been met.

For the tuition refund policy, see page 7.

## Financial Assistance

Through the generosity of several corporations a number of scholarships have been made available to students in the program. The corporate sector has, over the years, established an outstanding tradition of philanthropy, and Fairfield University and its School of Business are pleased to be a beneficiary of that tradition and commitment. Students may apply for financial assistance to the Dean after having been accepted into the program.

## General Regulations

### Student Programs

All programs of study must be planned with an advisor. In granting approval, the advisor will consider the student's previous academic record and whether or not the prerequisites set forth for the program (i.e., the subject matter contained in the Core courses) have been met.

### Time

Students are to complete all requirements of the program within five years after beginning their course work. Each student is expected to make some annual progress toward the degree in order to maintain status in good standing.

A student who elects to take a leave of absence must submit a request, in writing, to the Dean.

## Grades

The work of each student is graded on the following basis:

- A Excellent
- B Good
- C Fair
- F Failed
- I Incomplete
- W Withdrew without penalty

The symbol + suffixed to the grades of B and C indicates the upper ranges covered by those grades. The symbol – suffixed to the grades of A, B and C indicates the lower ranges covered by those grades.

A student who elects to withdraw from a course must do so in writing to the Dean. Refunds will not be granted without a written notice. The amount of tuition refund will be based upon the date the notice is received. Fees are not refundable unless a course is canceled. (See Refund of Tuition, page 7.)

## Academic Average

Each grade has a numerical value, as follows: A = 4; A– = 3.67; B+ = 3.33; B = 3.0; B– = 2.67; C+ = 2.33; C = 2.00; C– = 1.67; F = 0. When the numerical value is multiplied by the credit value of the course the resulting figure is known as the number of quality points.

The student's average is computed by dividing the number of quality points earned by the total number of credits completed, including courses failed. The average is rounded to the second decimal place.

## Maintenance of Academic Standards

Students are required to maintain satisfactory standards of scholastic performance.

Candidates for the master's degree must maintain a 3.0 average.

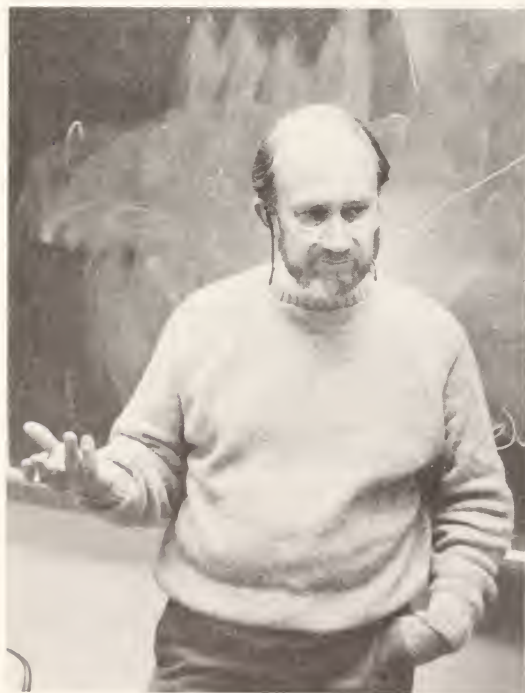
## Probation

A student whose overall average falls below 3.0 in any semester is placed on probation for the following semester. If the overall average is again below 3.0 at the end of that semester, the student may be dropped from the School.

## Transfer of Credit

Transfer of credit from another approved institution of higher learning will be allowed if it is graduate work done after the completion of a bachelor's program and completed prior to enrolling at Fairfield.

No more than six credits may be transferred, and they must be appropriate to the student's present program. An official transcript of the work done must be received before a decision will be made on approving the transfer. *The student makes application for this transfer of credit on a form provided by the Dean's office.*



No transfer of credit will be considered until 12 semester hours of the student's program have been completed at Fairfield University. Although no credits for C courses may be transferred toward a degree, courses in which C grades were earned may, at the discretion of the Dean, be used for waiving Core courses.

## Certificate Program for Advanced Study in Finance

### The Program

The Certificate Program for Advanced Study in Finance provides an opportunity for qualified professionals to enhance their competency and update their skills in the area of corporate financial management. The program is available to individuals with a Master of Business Administration degree or a Master of Science degree in a business specialty.

The 15-credit program is designed to provide a complete integration to the theory and practice of contemporary corporate finance. It is suitable for the working professional whose responsibilities are currently or expected to be financial in nature or for those outside of the finance area who desire to understand financial thinking in order to compete effectively in the corporate marketplace. The program can be of benefit even to those who only recently graduated from a Master's program because the field of finance is rapidly evolving and survey evidence indicates that corporations are becoming increasingly sophisticated in their applications of financial theory.



## Admission Criteria and Procedure

Students who hold a Master of Business Administration degree or Master of Science degree in a business specialty, who have professional experience and who have demonstrated their ability to do high quality academic work are encouraged to apply.

The following items must be on file with the Committee on Graduate Admissions of the School of Business before an applicant may be considered for admission:

- 1) a completed Application for Admission form
- 2) a \$25 application fee payable to Fairfield University
- 3) a recent resume
- 4) an official copy of transcripts of all undergraduate and graduate work.

The applicant should submit items 1 through 3 directly to the Committee of Graduate Admissions and arrange for item 4 to be submitted to the committee.

## Tuition and Fees

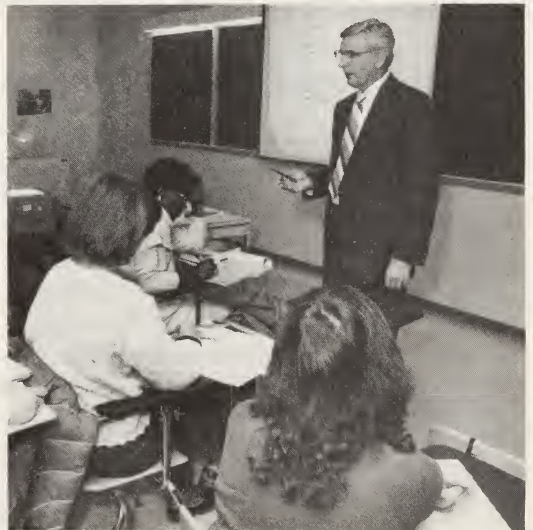
Tuition and fees and the conditions pertaining to them are identical to the schedule of the Master of Science in Financial Management program (see page 114).

## Student Programs, Time and Academic Standards

The program requires completion of Corporate Financial Theory, BU 500, and four additional courses selected from the Area of Specialization for a total of 15 credits. All programs of study are planned, considering the interests and goals of the participant, with the Director of the Graduate Program.

Candidates for the certificate are to complete all requirements of their program within three years after beginning their course work. They are expected to make some annual progress toward the certificate in order to maintain status in good standing. A candidate who elects to take a leave of absence must do so in writing to the Dean.

Grades and academic average computation are identical to the statement of the Master of Science in Financial Management Program (see page 115). Certificates are awarded to candidates who complete their programs with at least a 3.0 overall average.



# The Program

The Master of Science in Financial Management Program consists of a Core and an Area of Specialization. The Core courses are intensive introductions to the subject areas which would have been covered if a student had earned a B.B.A. or B.S. degree in a business major at the undergraduate level. Therefore, many students admitted to the program may be able to waive selected Core courses on the basis of previous course work or upon the successful completion of a written qualifying examination.

## Core Courses

## Credits

BU 400	Managerial Accounting	3
BU 405	Introduction to Accounting	3
BU 410	Managerial Economics	3
BU 415	Mathematics for Business Decisions	3
BU 420	Statistical Analysis	3
BU 430	Production and Operations Management	3
BU 440	Information Systems	3
BU 450	Marketing Management	3
BU 460	Legal and Social Environment of Business	3
BU 470	Organizational Behavior	3

A minimum of 30 credits in the Area of Specialization are required to earn the Master of Science in Financial Management degree.

## Area of Specialization Courses

## Credits

*BU 500	Corporate Financial Theory	3
*BU 505	Case Problems in Corporate Financial Theory	3
BU 510	Management Science and Applied Forecasting	3
BU 520	Capital Budgeting	3
BU 525	Working Capital Management	3
*BU 530	Monetary and Fiscal Policy	3
BU 535	Corporate Tax Policy	3
BU 540	Investment Analysis	3
BU 545	Portfolio Management	3
*BU 550	International Financial Management	3
BU 555	International Business Operations	3
*BU 560	Financial Markets and Institutions	3
BU 570	Organizational Theory and Problems	3
BU 580	Financial Communications: Internal and External	3
BU 585	Seminar in Contemporary Finance Topics	3

## Graduate Seminar

*BU 590	Graduate Seminar	6
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\*Required of all students in the Master of Science program.

# Course Descriptions

All courses listed in the Financial Management catalogue are for three graduate credits. The core courses are as follows:

## **BU 400 Managerial Accounting**

An examination of the ways by which financial data are used for planning and control decisions. (Prerequisite: BU 405 or equivalent)

## **BU 405 Introduction to Accounting**

An examination of basic concepts and tools of analysis necessary for the collection, recording, quantification and reporting of financial events.

## **BU 410 Managerial Economics**

An examination of microeconomic theory as applied to the firm. Topics include: theory of demand and price, theory of production and firm costs, competitive and imperfect markets, utility theory and the economics of uncertainty.

## **BU 415 Mathematics for Business Decisions**

An examination of mathematical concepts and techniques that are relevant for business applications. The course covers matrix algebra and basic differential and integral calculus.

## **BU 420 Statistical Analysis**

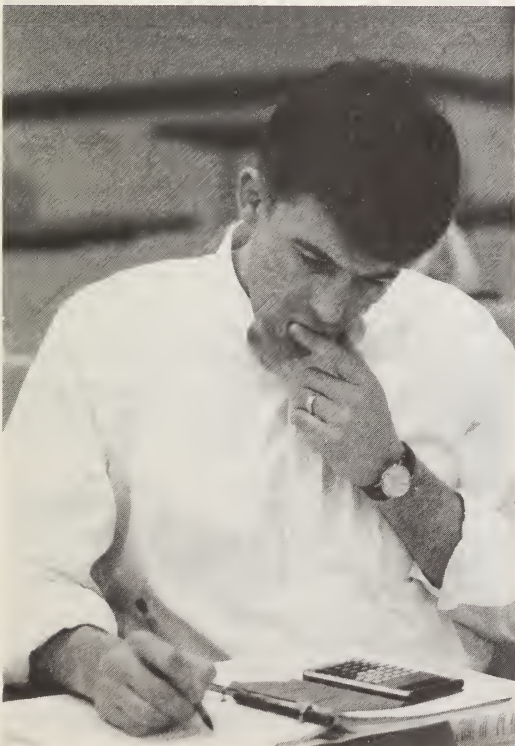
An examination of modern statistical methods preparing the student to understand, utilize and make a variety of relevant analyses of business data. Topics include descriptive statistics and elements of probability theory; the major discrete and continuous probability distributions; methods of estimation; development and tests of hypotheses; linear and multiple regression; simple non-parametric tests; analysis of variance and introduction to experimental designs.

## **BU 430 Production and Operations Management**

An examination of the decisions required in the management of production and operations. The goal is to make the production and operations function a competitive and strategic weapon of the organization. The course stresses contemporary decision models and analytical methods appropriate to the study of production and operations management. Computer applications are utilized to supplement the in-class discussions. (Prerequisite: BU 420 or equivalent)

## **BU 440 Information Systems**

An examination of techniques for determining the information needs of the financial manager and for developing the systems whereby that information is available to the manager at the time required, in a format desired and at a cost that is reasonable.





**BU 450 Marketing Management**

An examination of analytical and managerial techniques as applied to the marketing function. Emphasis is on the development of a conceptual framework necessary to plan, organize, direct and control the product, promotion, distribution and pricing strategies of the firm. Consideration is also given to the way marketing relates to other units within the firm.

**BU 460 Legal and Social Environment of Business**

An examination of the responsibility of business for the public health and welfare, as expressed in the major developments in the law over the past half-century. The course includes: an introduction to the legal system as it expresses various social, ethical and political norms; and common law and regulatory controls in such areas as consumer protection, unfair trade practices, workplace safety, environmental protection and fair employment practices. Students will consider current ethical and moral dilemmas that confront both managers and public officials in each of these areas.

**BU 470 Organizational Behavior**

An examination of micro-level organizational behavior theories as applied to organizational settings. Topics such as motivation, leadership, job design, interpersonal relations, group dynamics, communication processes, organizational politics, career development and strategies for change at the individual and group levels will be covered. An experiential format will be utilized to provide students with a simulated practical understanding of these issues in their respective work organizations.

Courses in the Area of Specialization are as follows:

**BU 500 Corporate Financial Theory**

An examination of contemporary financial theory as applied to the corporation within the existence of efficient international capital markets. Consideration is given to utility theory, mean-variance theory, the Modigliani-Miller theory and option pricing theory. (Prerequisites: 405, 410, 415 and 420 or their equivalents)

**BU 505 Case Problems in Corporate Financial Theory**

An examination and application of the principles developed in Corporate Financial Theory (BU 500) to specific financial problems. The objective is a complete integration, in a strategic planning context, to the theory and practice of finance, using case studies. (Prerequisite: BU 500)

**BU 510 Management Science and Applied Forecasting**

An examination of the construction and use of mathematical models and forecasting techniques. Linear programming, simulation and decision making under uncertainty will be covered in detail. The classical methods of time-series forecasting will be presented. The emphasis will be placed upon practicality and have extensive computer support. (Prerequisites: BU 415 and 420 or their equivalents)

**BU 520 Capital Budgeting**

An examination of the decision methods employed regarding long-term asset investment. The course includes the study of quantitative methods used in the capital budgeting process—simulation, mixed integer programming and goal programming. The student will use these techniques and supporting computer software to address questions raised in case studies. (Prerequisite: BU 500)

**BU 525 Working Capital Management**

An examination of the theory and practice of management of current assets and current liabilities. Topical coverage includes cash and marketable securities management, cash budgeting, inventory control, accounts receivable management, and short-term and intermediate-term financing. (Prerequisites: BU 405 and 420 or their equivalents)

**BU 530 Monetary and Fiscal Policy**

An examination of Keynesian, Monetarist and Rational Expectations theories of the role of money in the economy, the study of monetary policy goals and their implementation. An examination of federal government fiscal functions and budgets in terms of equity, efficiency and stabilization.

**BU 535 Corporate Tax Policy**

An examination of the concepts of taxation with particular emphasis on the corporate sector. Topical coverage includes the formation, operation, reorganization and liquidation of corporations under Federal Tax Law. (Prerequisite: BU 405 or equivalent)

**BU 540 Investment Analysis**

An examination of the determinants of valuation for bonds, stocks, options and futures. The functions of efficient capital markets are stressed in developing the return-risk trade-offs essential to the valuation process. (Prerequisites: BU 405 and 420 or their equivalents)

**BU 545 Portfolio Management**

An examination of how individuals and firms allocate and finance their resources through time between risky and riskless assets to maximize utility. An overall model is examined that provides the sense that the portfolio process is both dynamic and adaptive. Consideration is given to: portfolio planning, investment analysis, portfolio selection, portfolio evaluation and portfolio revision. (Prerequisites: BU 415 and 420 or their equivalents)

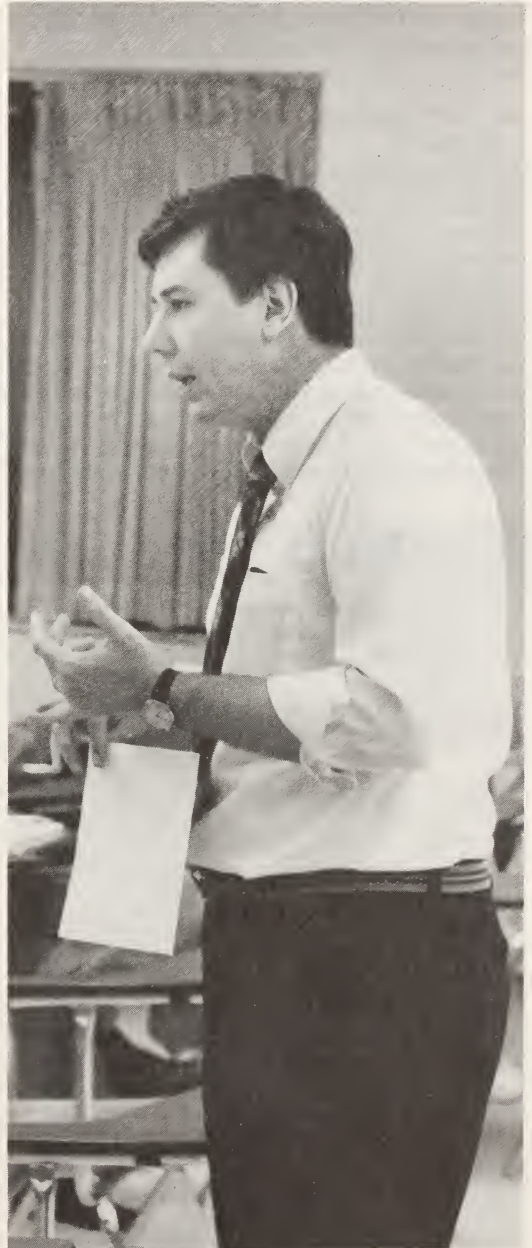
**BU 550 International Financial Management**

An examination and analysis of the balance of payments, the foreign exchange market, adjustments under fixed exchange rates, exchange controls and the operation of fluctuating exchange rates. Other topics include the criteria for and measurement of the adequacy of international liquidity, legal requirements which cause differences in accounting systems, controls peculiar to multinational companies and proposals for international monetary return.

**BU 555 International Business Operations**

An examination of the operational strategies applicable to international business in the context of the environmental forces governing the global economy. The principles and tools of analysis for evaluation of opportunities and threats in international markets are discussed, comprising assessment of the world economic environment by stage of development, the incidence of political risk, the impact of socio-cultural trends and other environmental issues relevant for international trade and investment strategies. On the basis of environmental analy-

sis, the course reviews development of functional strategies in the areas of marketing, finance, organization and production for international business operations.





**BU 560 Financial Markets and Institutions**

An examination of financial markets in the context of their function in the economic system. The material will deal with the complexity of the financial markets and the variety of financial institutions that have developed. The dynamic nature of the financial world, which is continually evolving, will be stressed. (Prerequisite: BU 530)

**BU 570 Organizational Theory and Problems**

An examination of macro-level organizational behavior theories as applied to organizational settings. Topics such as goals, bureaucracy, organizational growth, the differences between organizational structures (functional, product, matrix designs), the relationship between strategy, structure and the external environment will be covered. Implications for managers in terms of decision-making processes, intergroup relations, interdepartmental power and politics, and strategies for organizational changes will be discussed. (Prerequisite: BU 470 or equivalent)

**BU 580 Financial Communications: Internal and External**

An examination of the analysis and interpretation of financial statements, their use internally for planning and control purposes, and externally by investors, creditors and regulatory agencies. Financial statements are reviewed to determine measures of liquidity, solvency, capital structure, return on investments and operating performance. (Prerequisite: BU 405 or equivalent)

**BU 585 Seminar in Contemporary Finance Topics**

An examination of recent practitioner and academic literature in various areas of finance. Topics will vary each semester to fit the interests of the seminar participants. Guest speakers will be invited as appropriate. (Prerequisite: BU 500)

**BU 590 Graduate Seminar**

The Graduate Seminar is the culmination of the Master of Science in Financial Management program. As the capstone of the program, it is the scholarly application of integrated knowledge achieved during the student's program. The Seminar requirement will be satisfied by the student's completing an appropriate special project, or writing a thesis based on independent research.





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1. Bellarmine Hall
2. Faculty Office Building
3. Canisius Hall
4. Gonzaga Hall
5. Regis Hall
6. Jogues Hall
7. Campion Hall
8. Loyola Hall
9. Basketball Courts
10. Playing Field

**CONNECTICUT TURNPIKE  
FROM NEW YORK**  
Take Exit 22  
Left on Round Hill Rd.

11. Intramural Field
12. Varsity Field
13. Baseball Field
14. Alumni Field
15. Julie Hall
16. Student Townhouse Complex
17. McAuliffe Hall
18. Xavier Hall
19. Berchmans Hall
20. Recreational Complex

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23. Campus Center
24. Barnow Science Center
25. School of Nursing
26. Nysellus Library
27. Central Utility Facility
28. Tennis Courts
29. Grauert Field
30. Koska Hall

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33. Jesuit Residence - St. Ignatius
34. Bellarmine Pond
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36. Barlow Field
37. Southwell Hall
38. Playhouse
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